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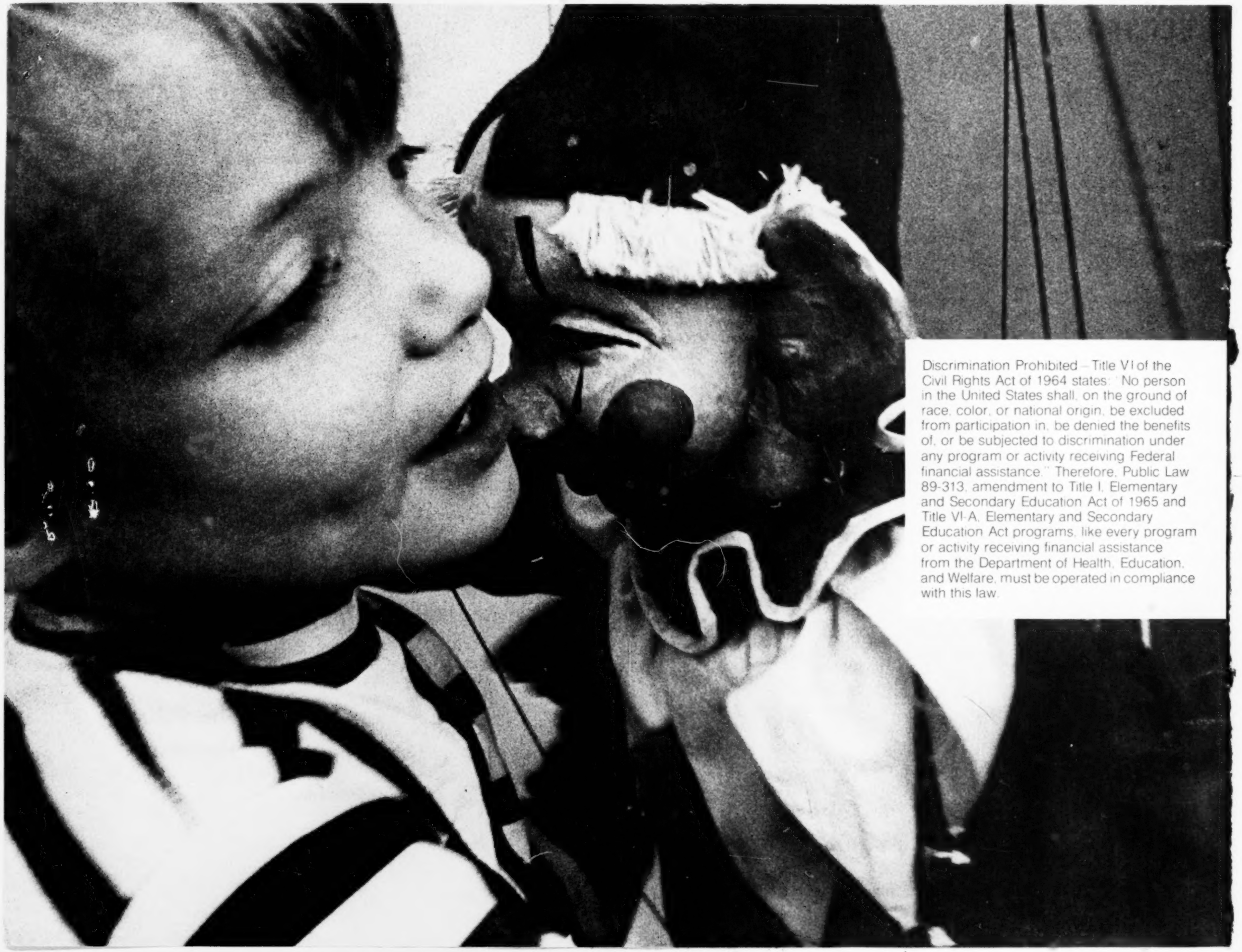
ABSTRACT

Presented is the annual report of Federal aid to State and local educational programs for handicapped children during the 1968-69 school year. Program activities of Title VI-A of the Elementary and Secondary Education Act, and Public Law 89-313, an amendment to Title I of ESEA, are reviewed jointly. Included is statistical information related to children served and needing to be served; program expenditures, objectives, and achievements; employment and training of personnel; and Title VI-A and Public Law 89-313 in review (the law, and results). (KW)

Better Education For Handicapped Children

Annual Report
Fiscal Year
1969

Public Law 89-313, amendment to Title I, Elementary and Secondary Education Act, and Title VI-A Elementary and Secondary Education Act.



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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*
Office of Education
Terrel H. Bell, *Acting Commissioner of Education*
Bureau of Education for the Handicapped
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Associate Commissioner

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Foreword

The Bureau of Education for the Handicapped is pleased to present this annual report of Federal aid to State and local educational programs for handicapped children provided during the 1968-69 school year under Title VI-A of the Elementary and Secondary Education Act and Public Law 89-313, an amendment to Title I of ESEA.

Information in this publication is based on end-of-year statistical and evaluation reports for fiscal year 1969 submitted by the 50 States, the District of Columbia, Puerto Rico, Guam, Trust Territory of the Pacific Islands, and the Virgin Islands.

This document is the second annual report in which Public Law 89-313 and Title VI-A, ESEA, program activities have been reviewed jointly. The similarity in Federal legislation pertaining to these programs and the principal thrust which they share in common—provision of educational services to handicapped children—make a combined report more meaningful and one which reflects the increased cooperative project planning and implementation within States between directors of these programs.

It is our hope that this publication will be helpful in informing teachers, administrators, parents, counselors, therapists, and other interested persons as to the purpose of Public Law 89-313 and Title VI-A, ESEA, and will stimulate their participation in the improvement of services made available to handicapped children throughout the Nation.

Edwin W. Martin, Jr.
Associate Commissioner
Bureau of Education for the Handicapped

Contents

iii Foreword
1 An Overview
2 Definitions of Handicapped Children
4 Handicapped Children Served
6 Handicapped Children Needing to Be Served
10 Program Expenditures
13 Program Objectives
14 Program Achievements
19 Employment and Training of Personnel
22 Title VI-A in Review
22 The Law
23 The Results
32 Public Law 89-313 in Review
32 The Law
33 The Results
40 Photograph Acknowledgments

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An Overview

This Nation has long been aware of its millions of handicapped children. For many years it has been aware of their special educational, social, and emotional needs. But awareness alone does not meet needs. Needs must be met by action!

During the past decade, State and local concern for educational requirements of handicapped children has been evidenced by increased commitments in terms of staff, facilities, and equipment. New techniques in pupil identification and diagnosis have been developed. Creativity and innovation in program design, implementation, and evaluation has been widespread. Dedication to quality service has been more pronounced. But despite all that has been done by local, State, and Federal programs, much more remains yet to be done. A great discrepancy still persists between existing needs of handicapped children and fulfillment of these needs.

Generally in the past, State and local financial and personnel resources have been exhausted long before desired objectives in special education programs have been reached. The injection of Federal monies into these programs has had a constructive catalytic impact. These funds have often made the difference between success or failure of educational activities and, consequently, have contributed to the preventing of regression as well as the furthering of progress of handicapped children.

Two of the most significant Federal programs providing financial assistance to States in improving programs for handicapped children are:

—Public Law 89-313, amendment to Title I of the Elementary and Secondary Education Act of 1965, which provides funds to strengthen State operated or supported programs for handicapped children; and

—Title VI-A of the same act which authorizes funds to States to assist in the extension and enrichment of services provided handicapped children in local public and private schools.

Over $51.8 million was made available in fiscal year 1969 through these Federal programs to provide educational services to handicapped children. In addition, more than $2.5 million was expended under Title VI-A for State administration and leadership activities. When combined with State and local funds, these Federal resources helped provide specialized educational services to over 228,000 handicapped children scattered from Guam to Maine—71,000 more handicapped children than those who benefited from such services during the previous year. This increase of 46 percent in the number of handicapped children served included children in Puerto Rico and Guam, who were participating for the first time under Public Law 89-313 as a direct result of a legislative change enacted by Congress.

Special educational programs in over 2,000 schools, local educational agencies, and State agencies were implemented, enriched, and expanded with the assistance of these Federal authorizations. More than 16,000 staff members were employed in these schools to provide such services as pupil assessment, classroom instruction, speech therapy, consultative services, health and physical therapy, parent consultation services, specially designed curriculum, and instructional media. More than 41,000 staff members, many of whose salaries were paid from non-Federal funds, received inservice training to improve their educational skills. However, despite the promising increase in the number of handicapped children participating in these programs, State educational agencies estimated that more than 3.7 million (62 percent) of the Nation's 6 million handicapped children received no appropriate educational services designed to meet their special requirements.

Only part of the challenge to the Nation to meet the educational needs of all handicapped children has been met. The United States is now just on the frontier of making an all-out effort to achieve its goal of helping all handicapped children to develop into contributing members of society. From this frontier, however, a rewarding future can be envisioned—a future awaiting only a greater and more dedicated commitment.

Definitions Of Handicapped Children

Categories of handicapped children established by Congress as being eligible to receive educational services under Public Law 89-313 and Title VI-A of the Elementary and Secondary Education Act, include: "Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education."

The following descriptions of these handicapping conditions have been developed to provide general information to the public. They are not official Federal definitions and do not necessarily represent the opinions of professional organizations for the handicapped. It is the responsibility of each State educational agency to establish definitions of handicapping conditions to be applied within its State.

Mentally Retarded—Persons characterized by a level of mental development impaired to the extent that the individual is unable to benefit from the standard school program and requires special services. Includes such subcategories as slow learners, educable mentally retarded, and trainable mentally retarded.

Hard of Hearing—Persons in whom the sense of hearing, although defective, is functional with or without a hearing aid. The hearing loss is generally of such a nature and severity as to require one or more special educational services.

Deaf—Persons in whom the sense of hearing is nonfunctional for the ordinary purposes of life (inability to hear connected language with or without the use of amplification). This general group is made up of the congenitally deaf and the adventitiously deaf.

Speech Impaired—Persons experiencing pronounced organic or functional speech disorders which cause interference in oral communication. Includes persons exhibiting language disorders resulting from such specific handicaps as stuttering, cleft palate, speech, or voice problems.

Visually Handicapped—Persons who have such severe visual loss as to require special educational services. Includes such subcategories as blind, legally blind, partially sighted, and visually impaired.

Crippled—Persons with orthopedic impairments which might restrict normal opportunity for education or self-support. Generally considered to include individuals having congenital impairments (e.g., clubfoot or absence of some body member), impairments caused by some disease (poliomyelitis, bone tuberculosis, encephalitis) neurological involvements which may result in conditions such as cerebral palsy, and impairments caused by accident (fractures or burns that cause contractures, etc.).

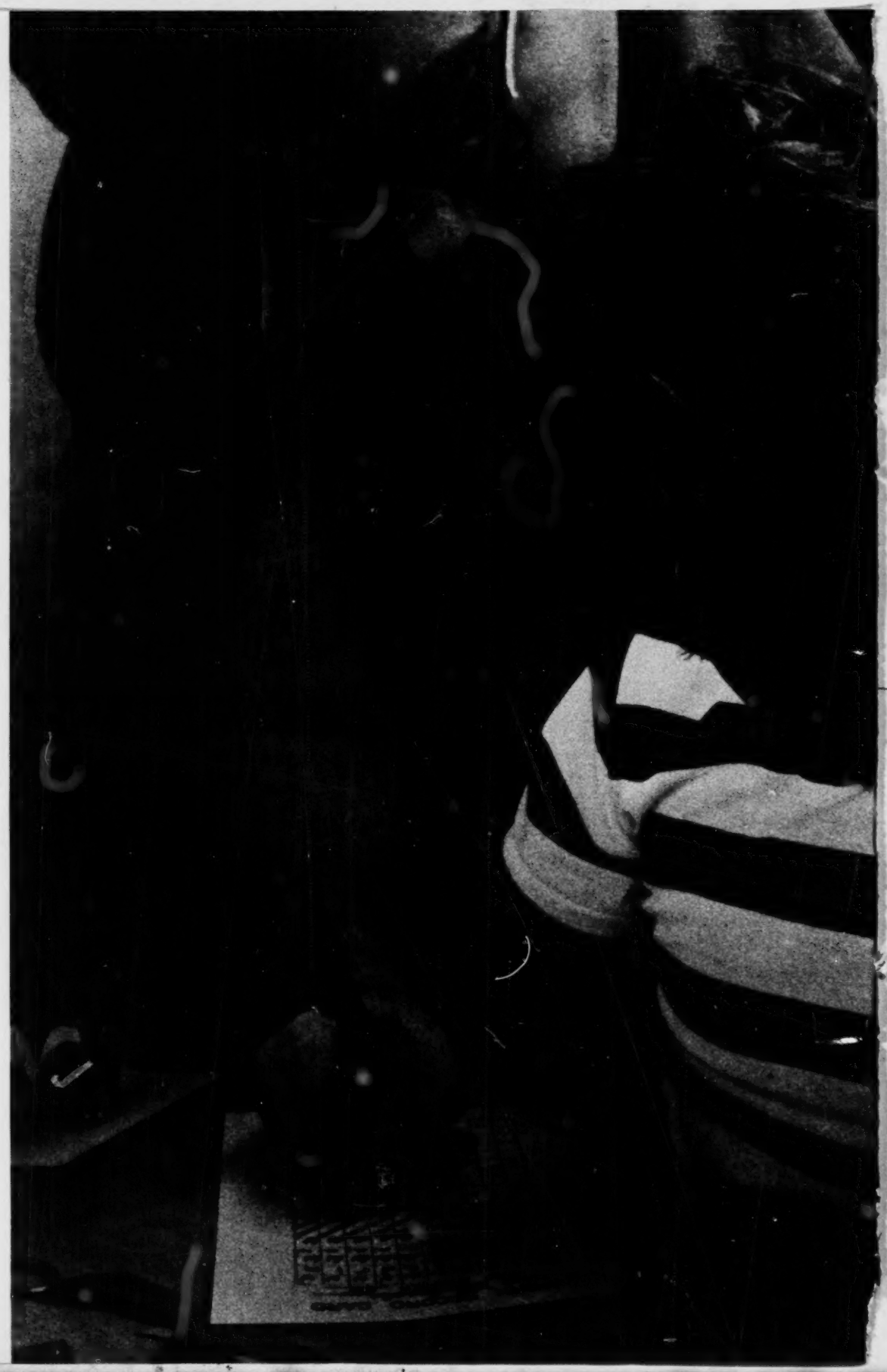
Seriously Emotionally Disturbed—Persons having psychiatric disturbance without clearly defined physical cause or structural damage to the brain which limits the ability of the individual to govern his own behavior. These are of such a nature and severity as to require one or more special services, particularly with reference to their education.

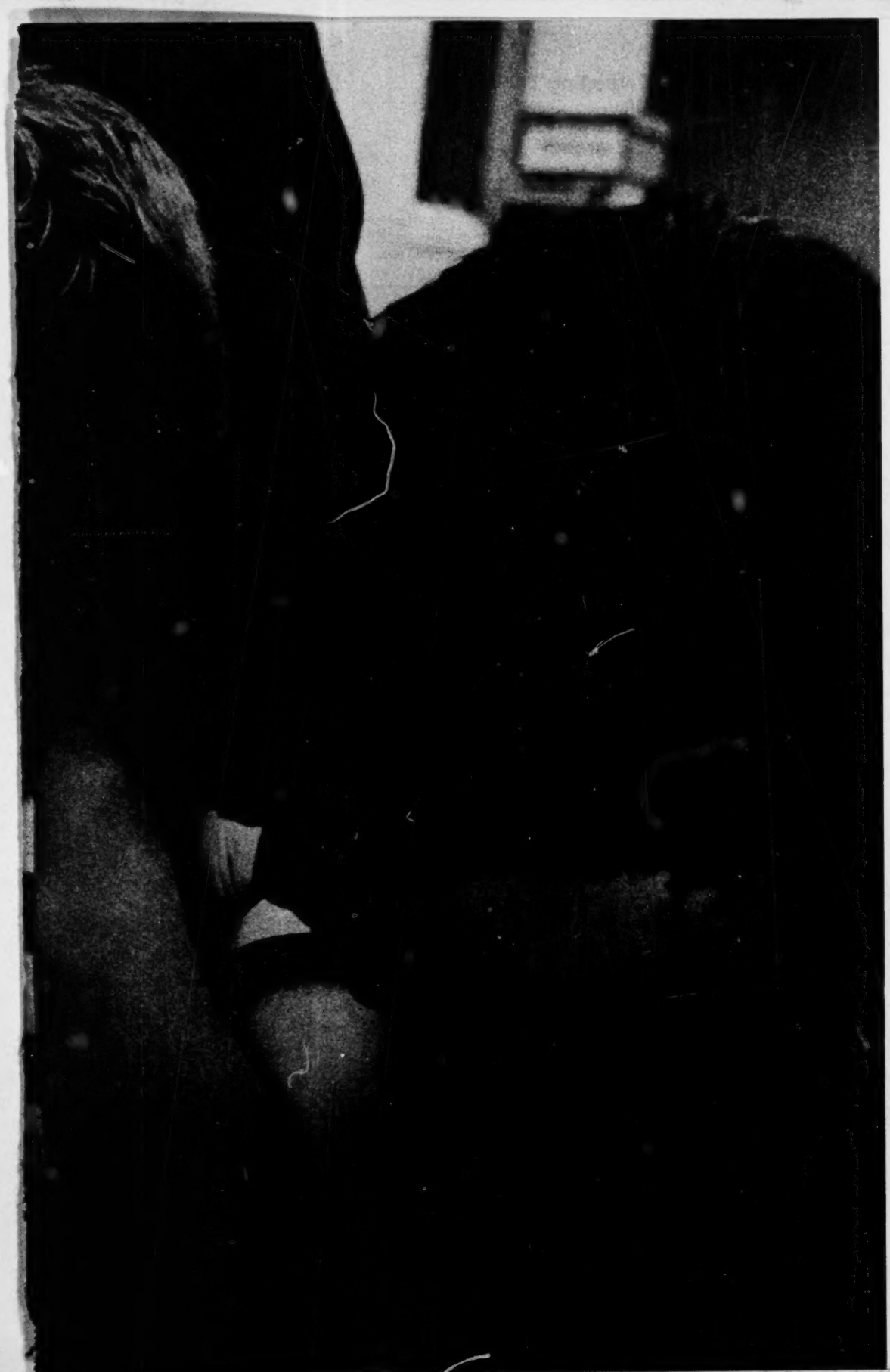
Other Health Impaired—Persons having health handicaps, not covered in other categories, which are of such a nature and severity as to require one or more special services, particularly with reference to their education. These could include asthma; rheumatic fever; less than usual amount of strength, energy, endurance; conditions resulting from chronic illness, or environmental causes; epilepsy; diabetes; or cardiac disease.

Learning Disabled—(Under Public Law 89-313 and Title VI-A the category "other health impaired" includes children who are learning disabled. However, since some State educational agencies have established a separate category for these children, the following definition is given for general information.)—Persons with learning dysfunctions which prevent them from learning or functioning in a regular educational program. These individuals exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbances, or to environmental disadvantage.

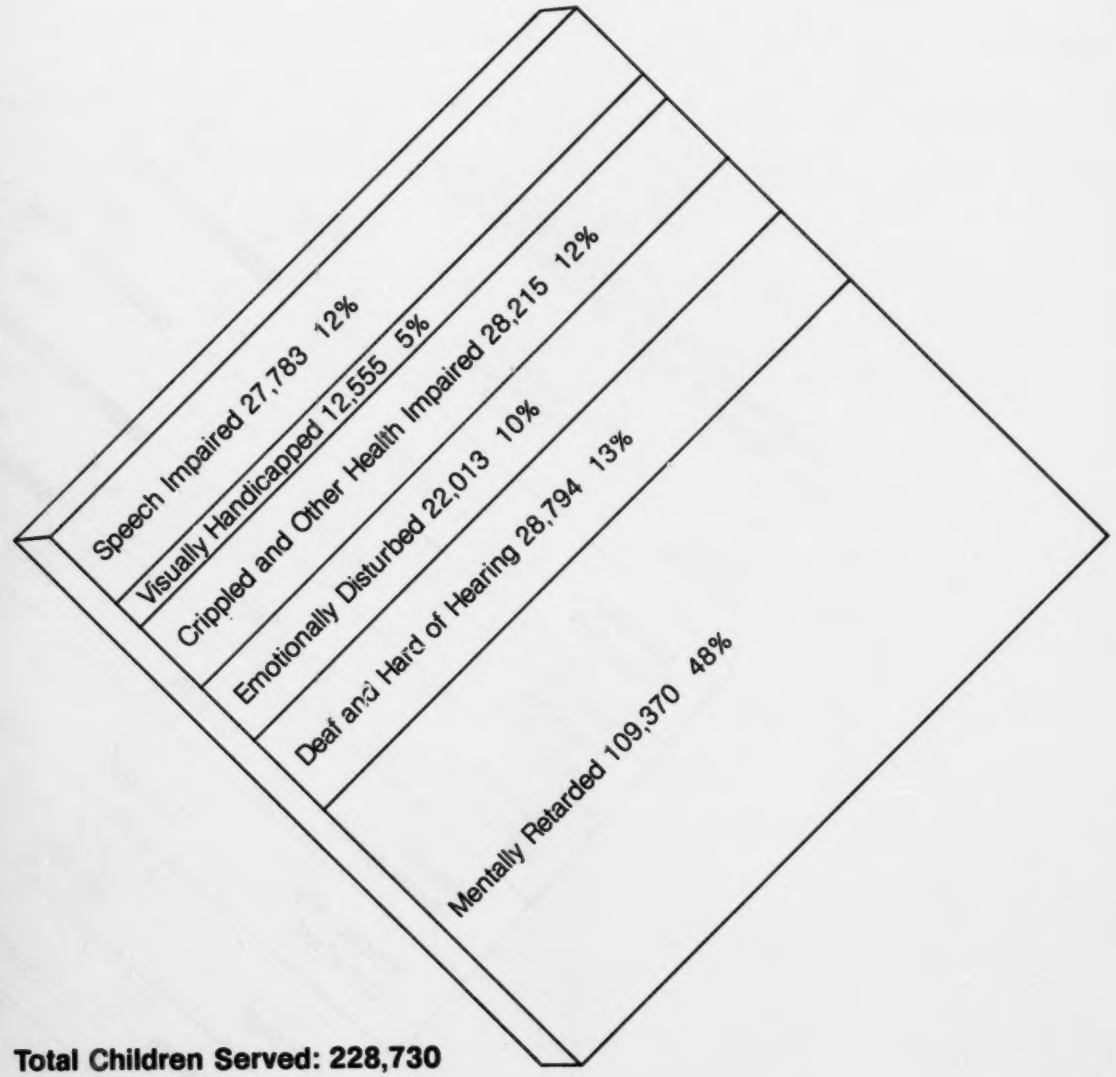
Handicapped Children Served

During fiscal year 1969, Public Law 89-313 and Title VI-A, ESEA funds, supplementing State and local funds, helped provide improved diagnostic services, new techniques of teaching, specialized curriculum and equipment, and better qualified professionals and paraprofessionals to serve over 228,000 handicapped children.





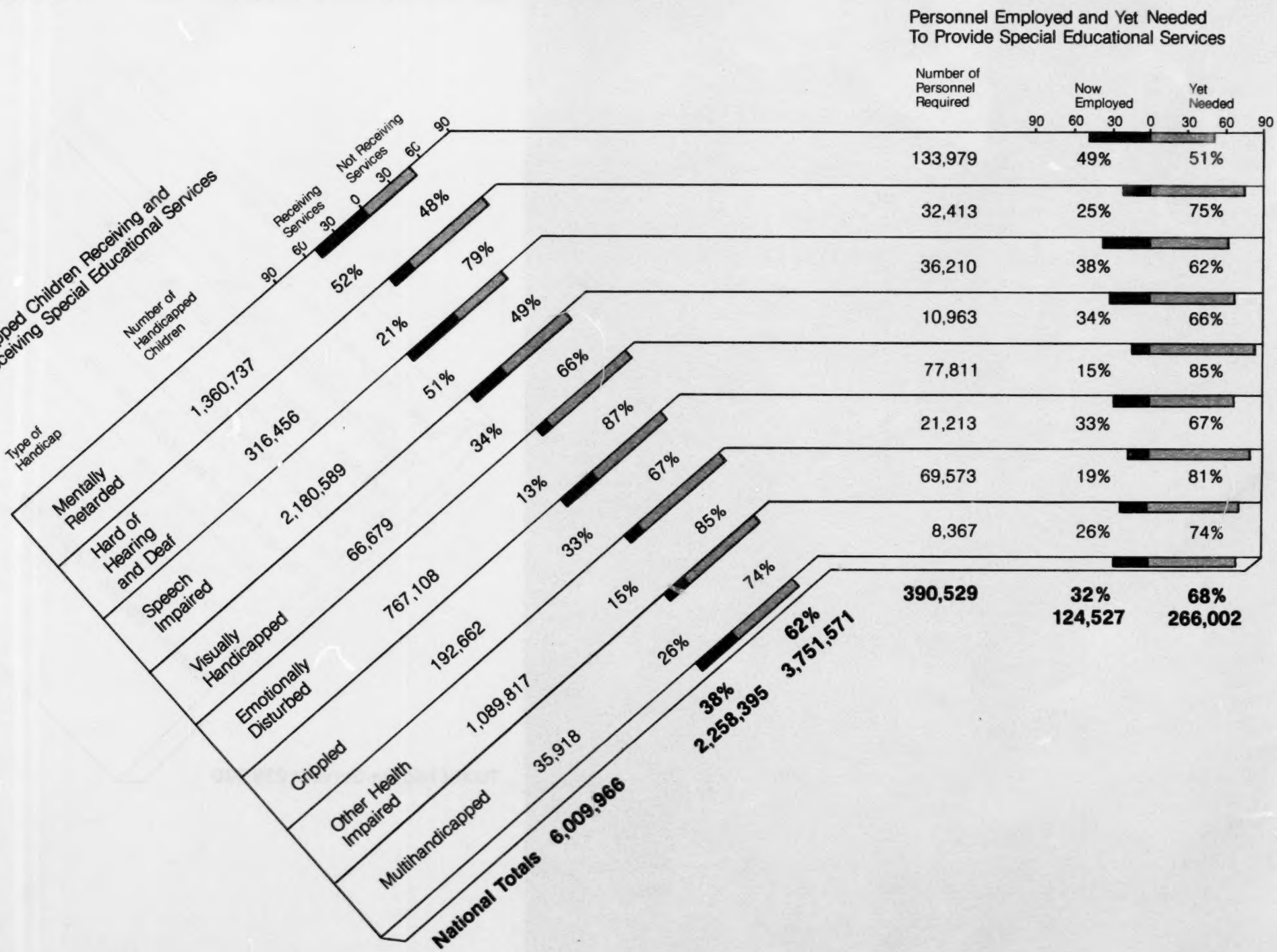
Handicapped Children Participating In Projects Funded Under Public Law 89-313 and Title VI-A, ESEA, Fiscal Year 1969


Speech Impaired 27,783 12%
Visually Handicapped 12,555 5%
Crippled and Other Health Impaired 28,215 12%
Emotionally Disturbed 22,013 10%
Deaf and Hard of Hearing 28,794 13%
Mentally Retarded 109,370 48%

Total Children Served: 228,730

Handicapped Children Needing To Be Served

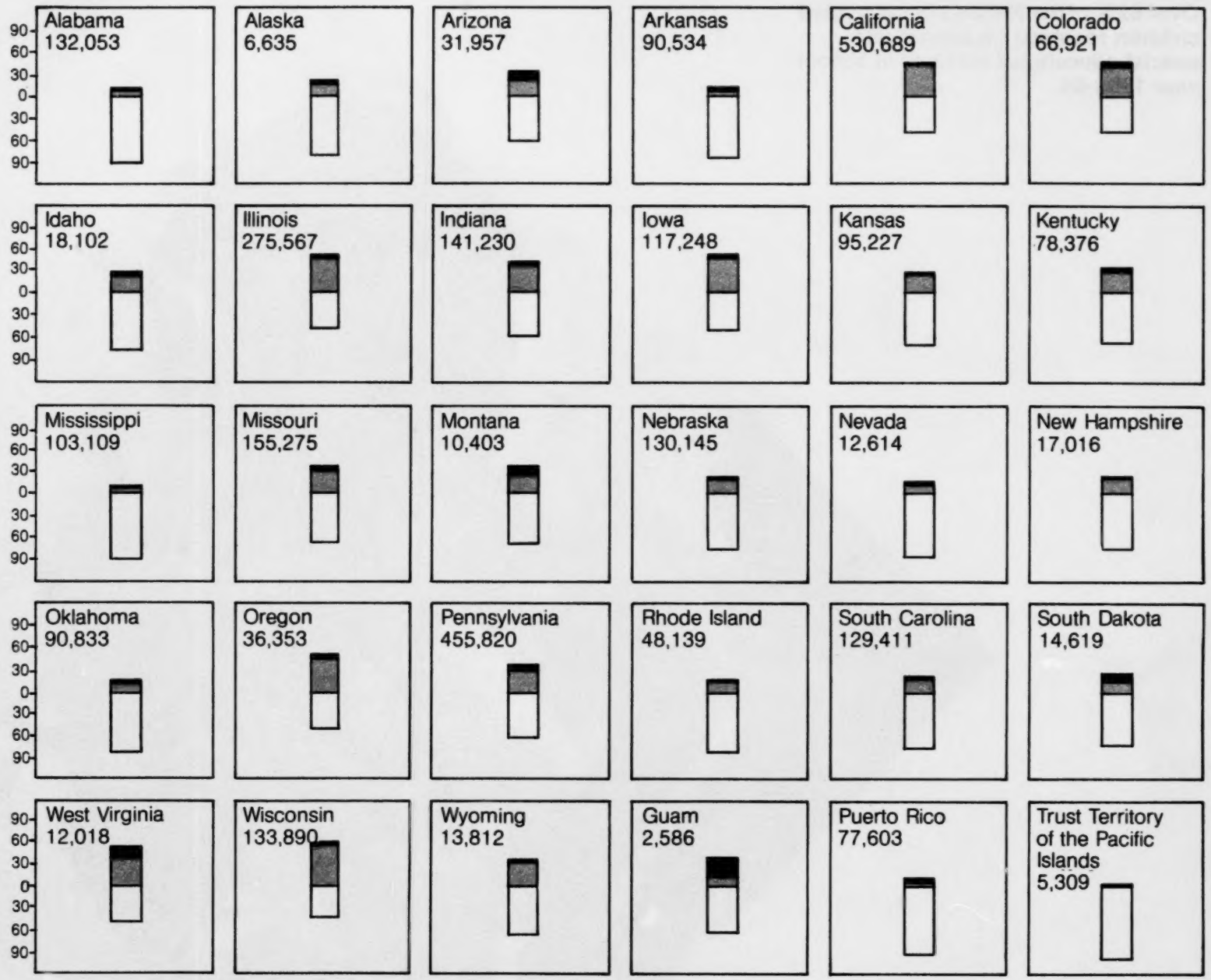
Handicapped Children Needing To Be Served Fiscal Year 1969

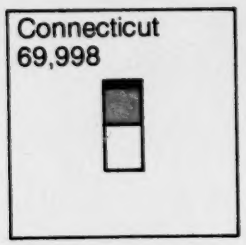

Handicapped Children Receiving and Not Receiving Special Educational Services
Type of Handicap
Number of Handicapped Children
Receiving Services
Not Receiving Services
90 60 30 0 30 60 90
Personnel Employed and Yet Needed To Provide Special Educational Services
Number of Personnel Required
Now Employed
Yet Needed
90 60 30 0 30 60 90
Mentally Retarded 1,360,737 52% 48% 133,979 49% 51%
Hard of Hearing and Deaf 316,456 21% 79% 32,413 25% 75%
Speech Impaired 2,180,589 51% 49% 36,210 38% 62%
Visually Handicapped 66,679 34% 66% 10,963 34% 66%
Emotionally Disturbed 767,108 13% 87% 77,811 15% 85%
Crippled 192,662 33% 67% 21,213 33% 67%
Other Health Impaired 1,089,817 15% 85% 69,573 19% 81%
Multihandicapped 35,918 26% 74% 8,367 26% 74%
National Totals 6,009,966 38% 2,258,395 62% 3,751,571 390,529 32% 124,527 68% 266,002

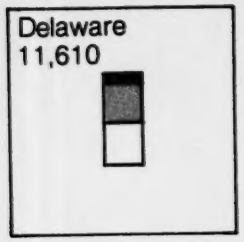
Over 62% of the Nation's handicapped children received no appropriate special educational services in school year 1968-69.

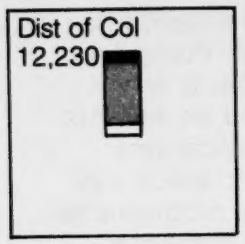
Handicapped Children Receiving and Not Receiving Special Education Services By State— Ages 5 Through 20 Years Fiscal Year 1969

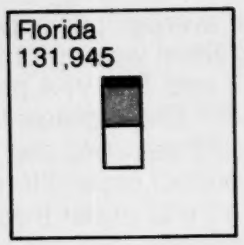
- Handicapped Children Served Under Public Law 89-313 and Title VI-A Funds
- Handicapped Children Served with State and Local Funds
- Handicapped Children Not Receiving Services

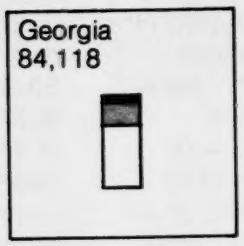


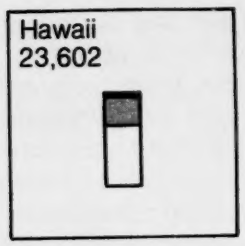


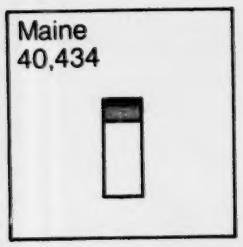


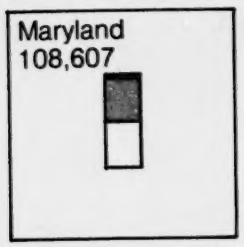


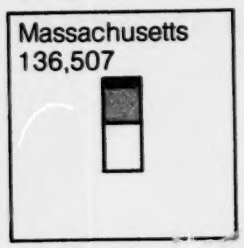


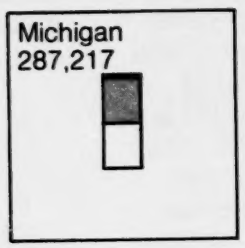


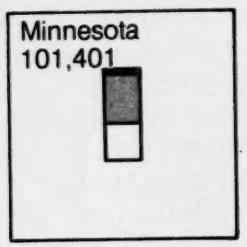


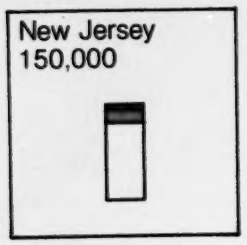


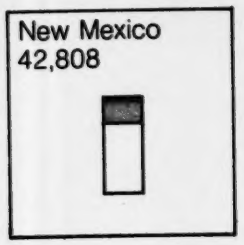


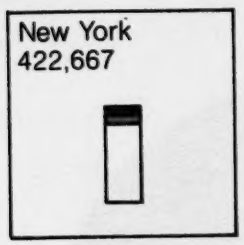


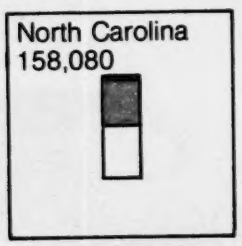


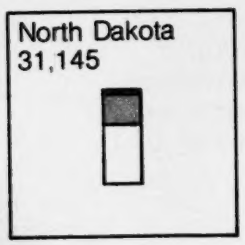


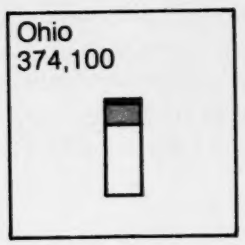


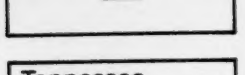


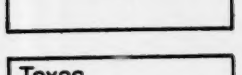


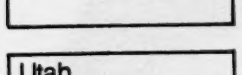


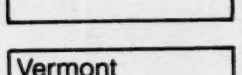


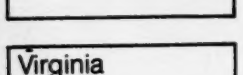


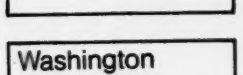


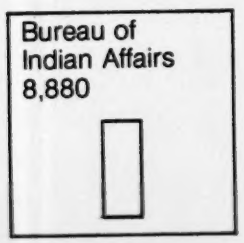


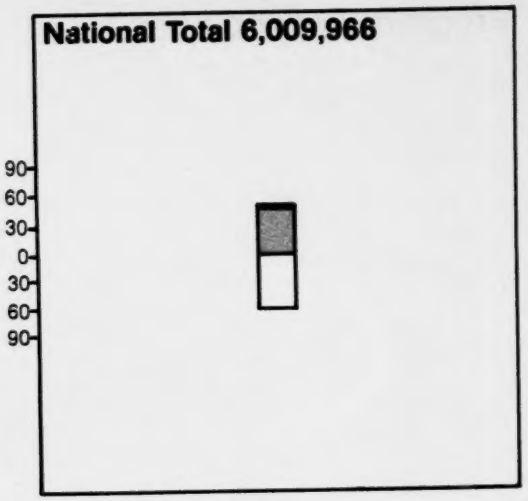












Note: In October 1969 there were 64,011,000 individuals, ages 5 through 20, living in the United States.

Program Expenditures

There are very few restrictions upon the utilization of funds provided under these Federal grant programs. Therefore, State and local educational agencies are able to provide a wide variety of programs and services to meet the special educational needs of the handicapped children they serve.

Over $51.8 million was expended in fiscal year 1969 to initiate and expand educational programs and related services under Public Law 89-313 and Title VI-A. In addition, over $2.5 million was expended under Title VI-A for State administration and leadership activities.

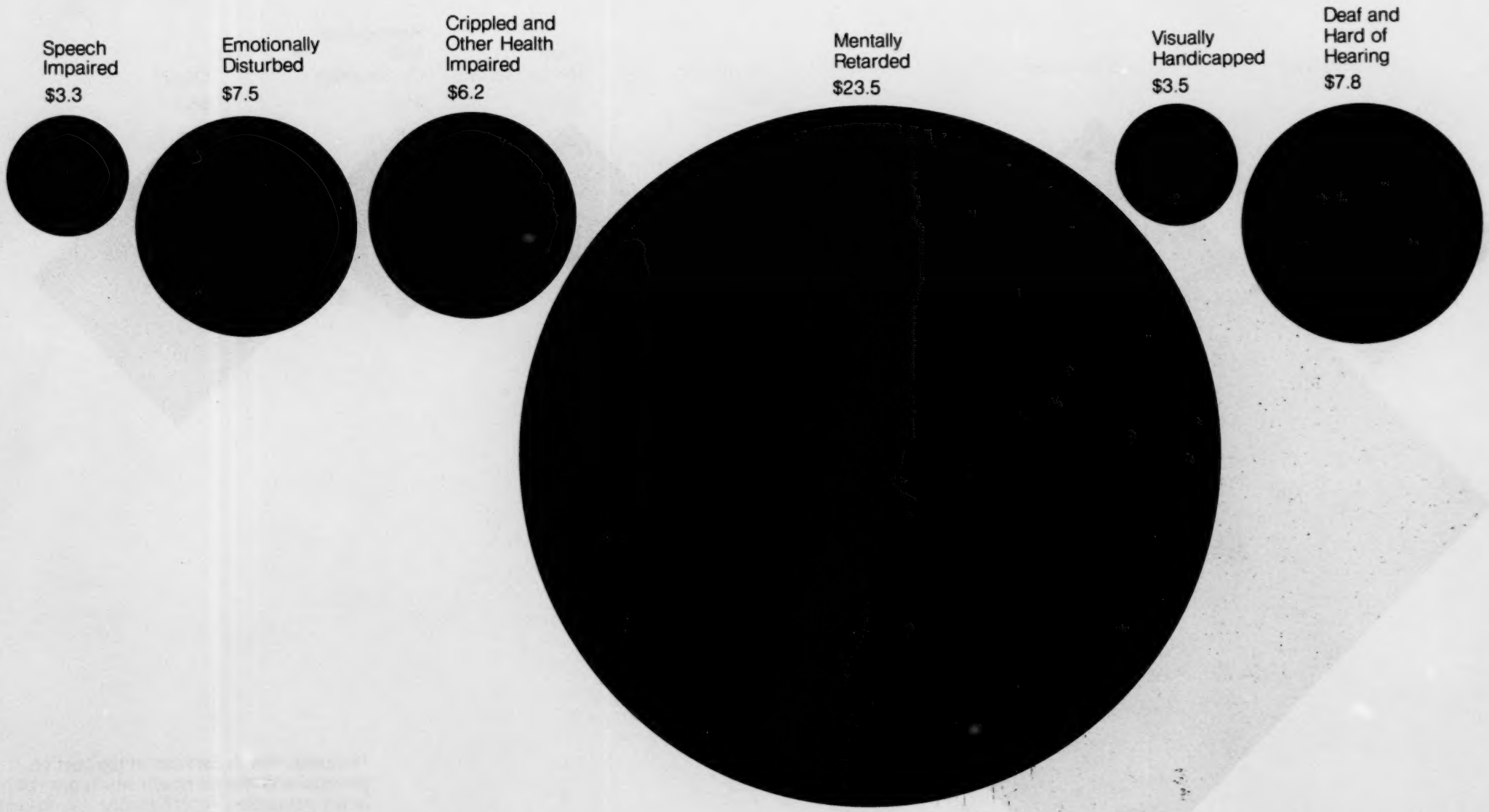
Instructional services—project administration, individual and group instruction, and equipment—equalled 86 percent of all project expenditures under Public Law 89-313 and Title VI-A.

The average per pupil expenditure during fiscal year 1969 for Public Law 89-313 and Title VI-A projects was $226.60. This represented an increase of $15.63 per child over fiscal year 1968 project expenditures, which indicates a trend under these programs for concentration of funds to achieve a greater educational impact.

Project Expenditures By Types of Handicapped Children Served Under Public Law 89-313 and Title VI-A, ESEA, Fiscal Year 1969

Total Project Expenditures: $51.8 Millions of Dollars

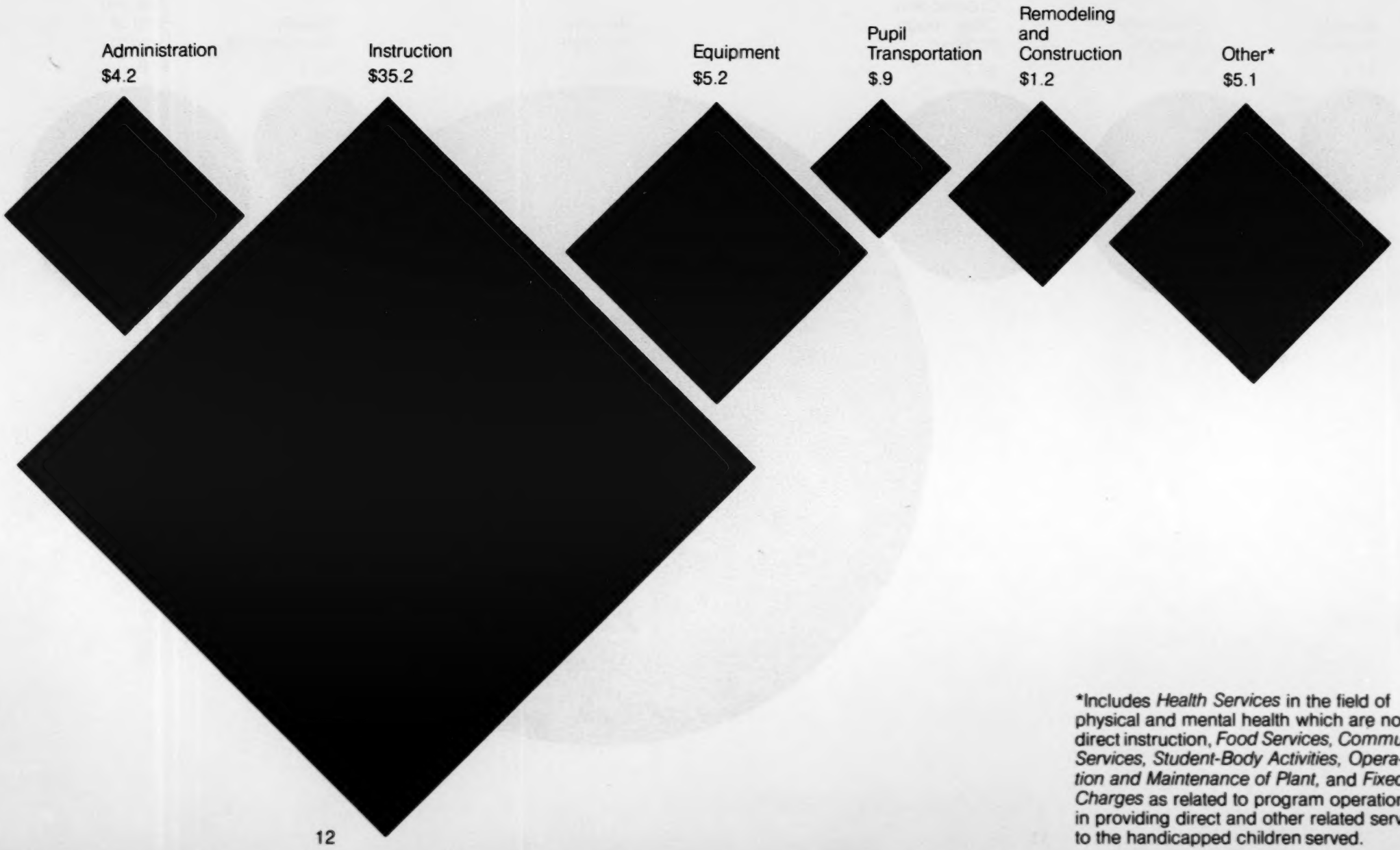
Note: Statistics do not include $2,561,727 expended under Title VI-A, ESEA for State administration and leadership activities during fiscal year 1969.



Project Expenditures By Types of Services Under Public Law 89-313 and Title VI-A, ESEA, Fiscal Year 1969

Total Project Expenditures: $51.2 Millions of Dollars

Note: Statistics do not include $2,561,727 expended under Title VI-A, ESEA for State Administration and leadership activities during fiscal year 1969.

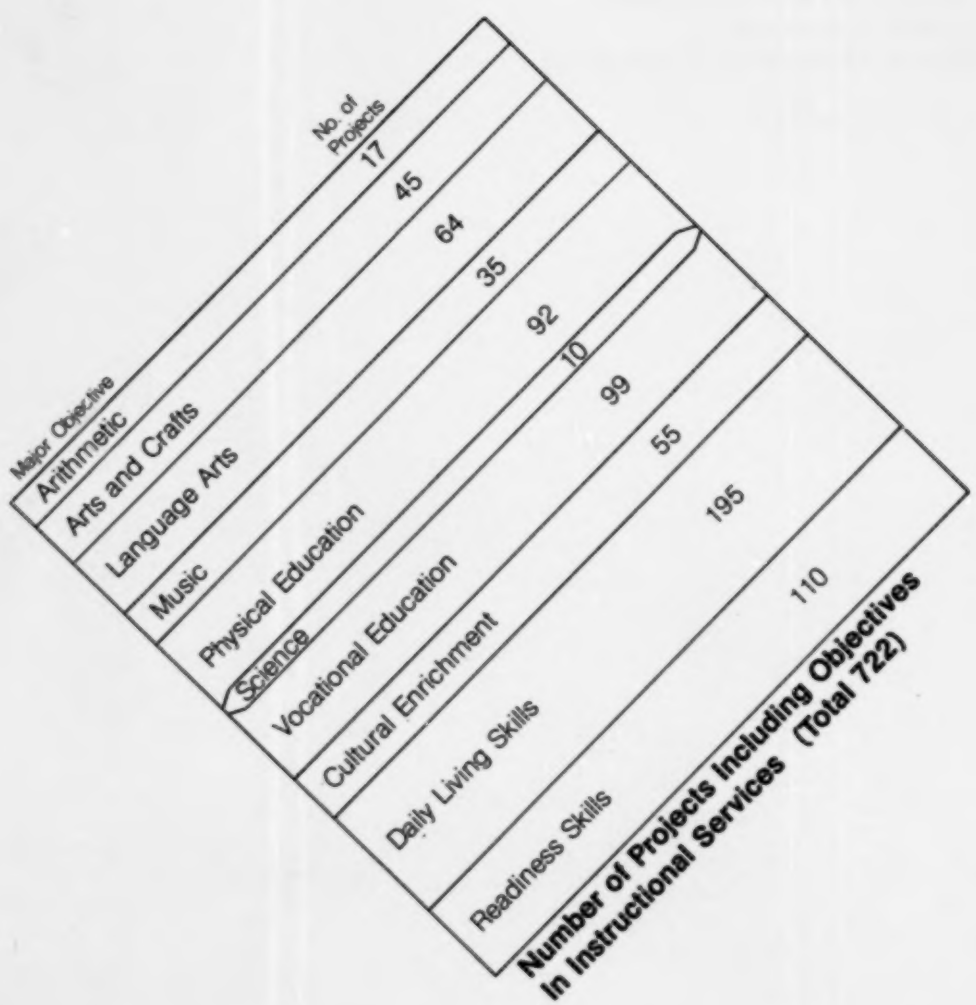


*Includes *Health Services* in the field of physical and mental health which are not direct instruction, *Food Services, Community Services, Student-Body Activities, Operation and Maintenance of Plant,* and *Fixed Charges* as related to program operation in providing direct and other related services to the handicapped children served.

Program Objectives

Types and Frequency of Objectives Included In Projects Funded Under Public Law 89-313 and Title VI-A, ESEA, Fiscal Year 1969

Based on an analysis of 966 projects included in the Aid to States Information System – 1969. These projects represented approximately half of the Public Law 89-313 and Title VI-A projects conducted and project funds expended in fiscal year 1969.



Program Achievements

"Through special education classes, handicapped children have been taken out of the back rooms of family dwellings and given educational opportunities geared to their capabilities and potential."

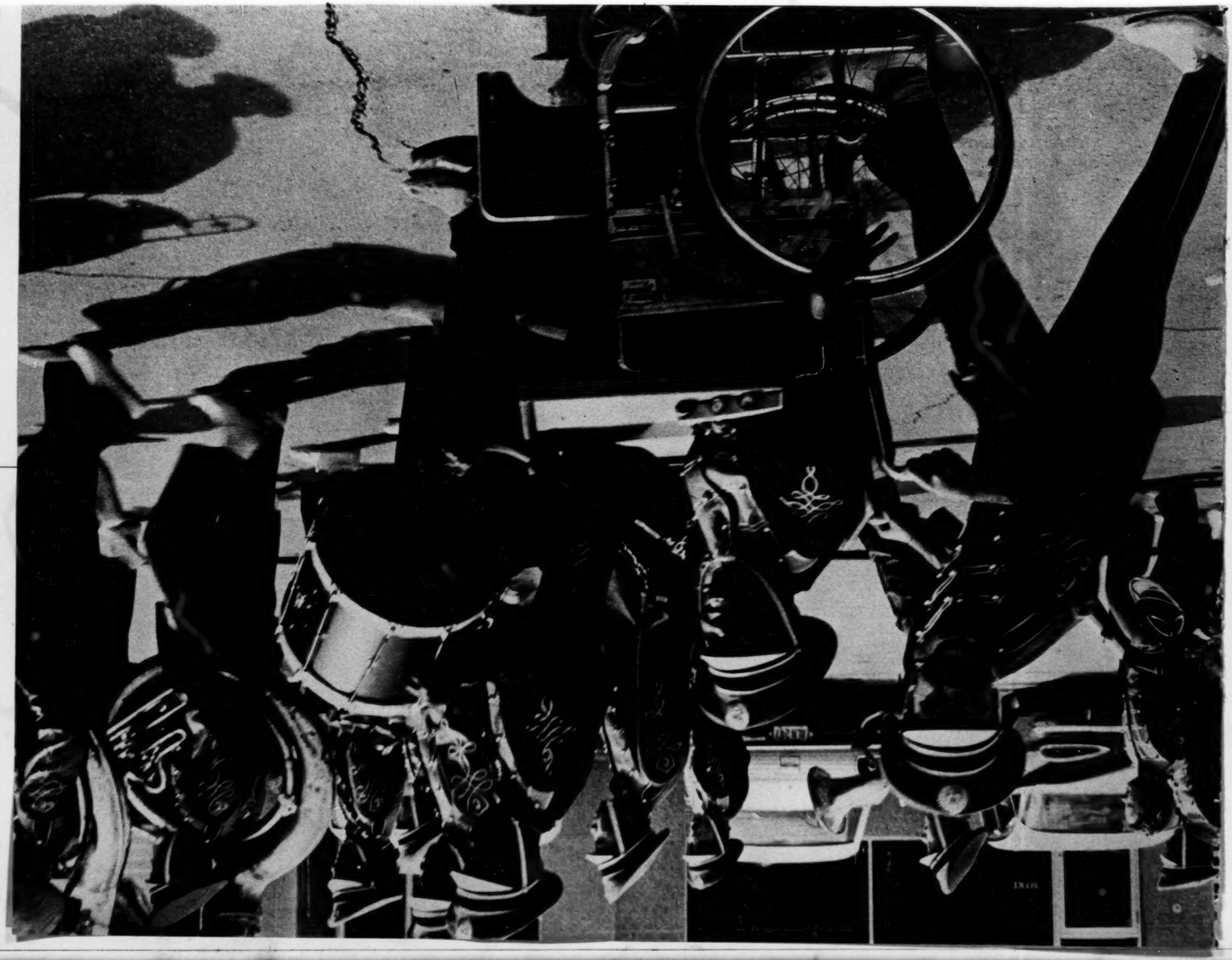
Virgin Islands Department of Education

"With these funds, we have been able to prove the effectiveness of programs for emotionally disturbed, mentally retarded, etc. We have been able to establish the importance of providing education to an almost forgotten school-age population."

Missouri Department of Education

"The outstanding new project of the past year was the inservice college class via telephone from the University of Arizona. This class enabled all of the project teaching staff to participate in graduate study under the direction of outstanding figures in the field of special education."

Redfield State Hospital and School South Dakota



"Our project involved the use of community volunteers to provide a personal relationship for 31 emotionally handicapped and 14 educable mentally retarded students. More than half of the group exhibited a more positive behavior, a marked improvement in attitude towards school, and a gain in academic progress."

Maine Department of Education

"Behavior modification techniques learned by teachers in the summer project are being successfully used during the school year. The use of videotape enabled the teachers to see themselves teach."

Virginia State Board of Education

"Special education for the emotionally disturbed child received greater recognition by local school districts during fiscal year 1969 than in any previous year of Federal funding. Forty-three projects providing services to emotionally disturbed children were funded this year."

New York State Education Department

"Our cooperative effort in conducting training sessions for hearing technicians has had a great impact in bringing the importance of early identification and education to the attention of local school districts. We feel that for the first time in our State, we are doing some preventive education."

Illinois Office of the Superintendent of Public Instruction

"The major impact of the preschool program for visually impaired children has been to alert the community and State to the problems of this type of child. Many agencies are now referring children to the program and learning that special techniques are needed to help these youngsters."

Nebraska State Department of Education

"Parent reaction to staff has been one of new-found hope and a sense of deep appreciation for the services being made available to their children."

Colorado Department of Education

"By use of objective measurements of physical fitness, it was found that the program significantly improved the motor skill ability of the 281 children involved."

New Mexico State Board of Education

"The outstanding project from an innovative point of view continues to be the playground for the physically and perceptually handicapped where a study is being conducted to evaluate various new teaching techniques for orthopedically and perceptually handicapped children."

Florida Department of Education

"These centers, covering 17 percent of the State's school districts, attempted to increase learning efficiency of handicapped children by providing more effective and appropriate instructional materials and techniques."

Ohio State Department of Education

"Federal project monies have provided an outlet for creative ideas in organizing resources and programming instruction for multihandicapped children. These programs are providing the prototypes for future regional centers for these children, and the expansion of supplemental centers for existing special day classes."

California State Department of Education

"The new portable classroom, housing the music project, has aided considerably in the program. More students can take part in the larger classroom."

Pinecrest State School, Louisiana

"Our pilot, innovative projects stimulated local agencies to become aware of and involved in what can be done for children with special learning disabilities."
North Dakota Department of Public Instruction

"Children with different limitations participated for the first time together in sports and games with normal children. We considered this to be outstanding in the sense that it contributed to the social and emotional growth of the children."
Puerto Rico Department of Education

"The major thrust of our project has been the development of prevocational skills in habilitatable children and the improvement of daily living skills of each resident participating in the program."
Partlow State School and Hospital Alabama

"Title VI-A funds were combined with State funds to focus on model and demonstration efforts which will enrich and improve the basic services required by State law."
Connecticut State Department of Education

"As a result of this program, our boys and girls participated in the National Special Olympics held in Washington, D.C. last June. Ten of our children received national awards. Project funds made possible the personnel and equipment needed to train the children."
West Virginia School for the Deaf

"Through the use of Federal funds to provide educational services to handicapped children, non-Federal financial support from State and local sources has been appreciably increased."
Mississippi State Department of Education

"This class was the first public school class for the emotionally disturbed in Arkansas. It has proved to be successful. The children have shown academic progress and through a special program of therapy, several of these children have been enrolled in regular classrooms and have functioned in a normal manner."
Arkansas State Department of Education

"The impact of Federal Funds for special education is obvious in that the State legislature appropriated $200,000.00 this past year to establish new classes. This funding has made it possible for local districts to start 40 new classes for the handicapped."
Oklahoma State Department of Education

"In the past several years, 12 students who have received services under Public Law 89-313 have been discharged from the institution and are coping successfully with community living."
Wyoming State Training School

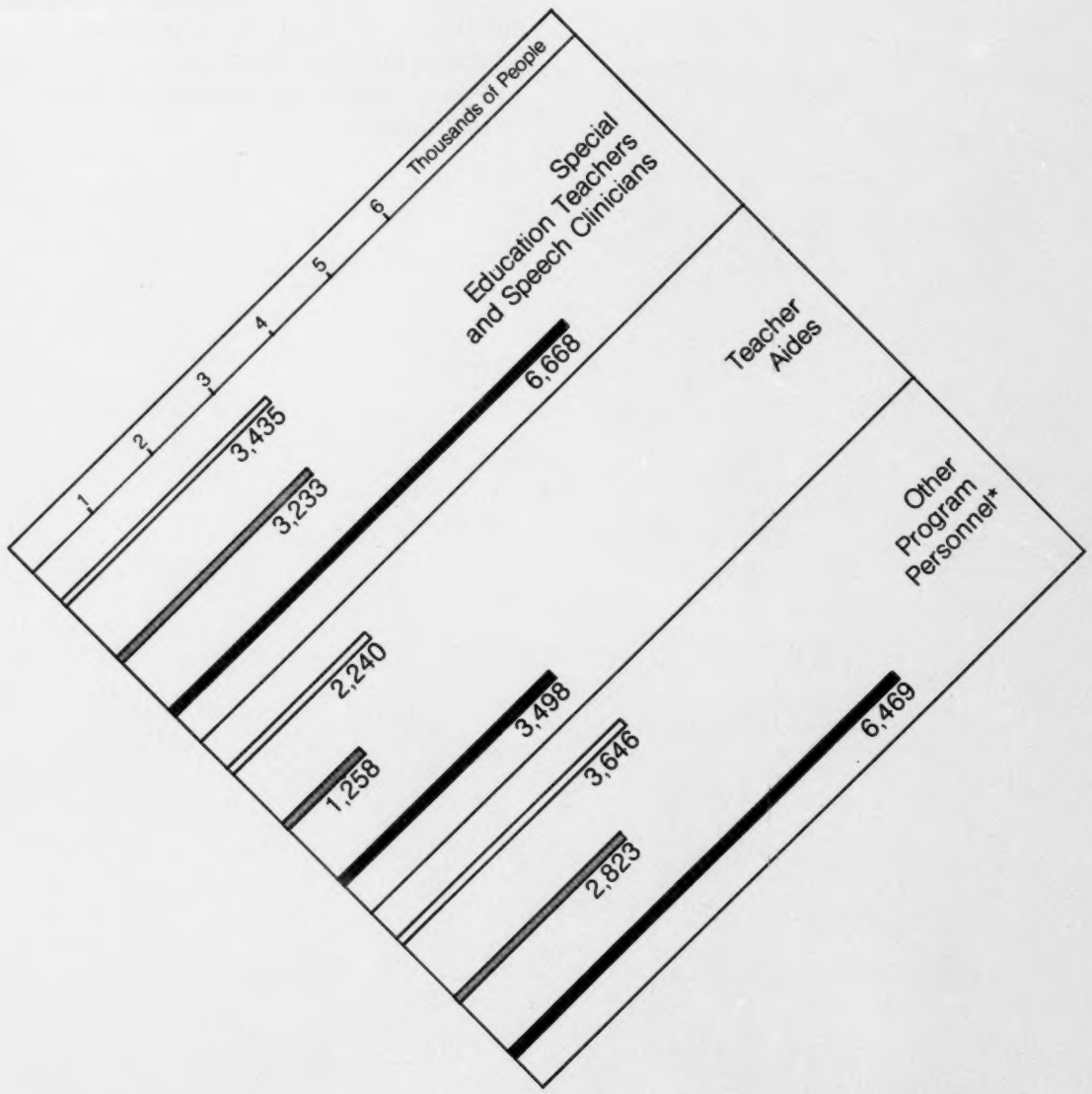
Employment And Training Of Personnel

With Title VI-A State administrative funds, State departments of education employed 206 full-time personnel to administer State programs and to strengthen State leadership in the education of handicapped children.

During fiscal year 1969 over 41,000 staff members in special education programs received inservice training through Public Law 89-313 and Title VI-A funds. Their training was directed toward an increased understanding of the educational needs of handicapped children and the new methods and materials found in meeting these needs.

To help alleviate the extreme shortage of special education personnel, many Public Law 89-313 and Title VI-A projects included provisions for the employment and inservice training of teacher aides and other paraprofessionals. These staff members provided extra assistance and attention, prescribed by classroom teachers and other specialized personnel, to thousands of handicapped children in accordance with their individual needs.

Staff Employed In Projects Funded Under Public Law 89-313 and Title VI-A, ESEA, Fiscal Year 1969



Total staff: 16,635

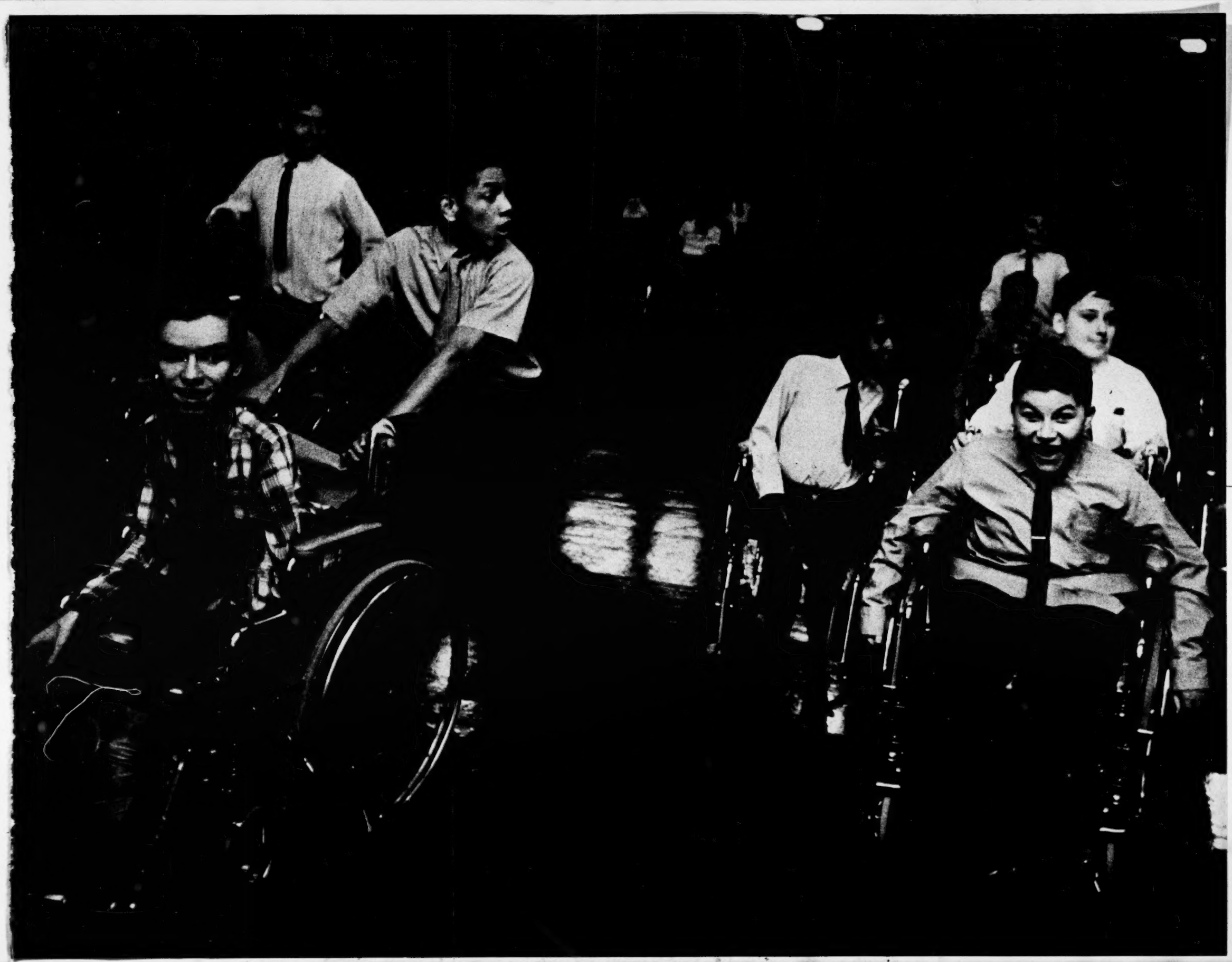
*Includes administrators, supervisors, counselors, consultants, librarians, media specialists, psychologists, speech therapists, paraprofessionals, clerical and other nonprofessional staff.

"The inservice funding created a new attitude among county superintendents concerning activities for the handicapped; generated regional cooperation with counties entering into cooperative agreements to expand activities and services; produced intensified teacher interest in new techniques, methods, and materials; and developed an overall awareness of needs for specialized, intensive inservice training."

Pennsylvania Department of Public Instruction

"The workshop has not provided teachers with all the answers, but it has given them faith and hope that finally something can be done for the child who cannot experience success in the regular classroom. The insight gained more than justified the giving up of the necessary Saturdays."

Vermont Association for Crippled Children



Title VI-A In Review

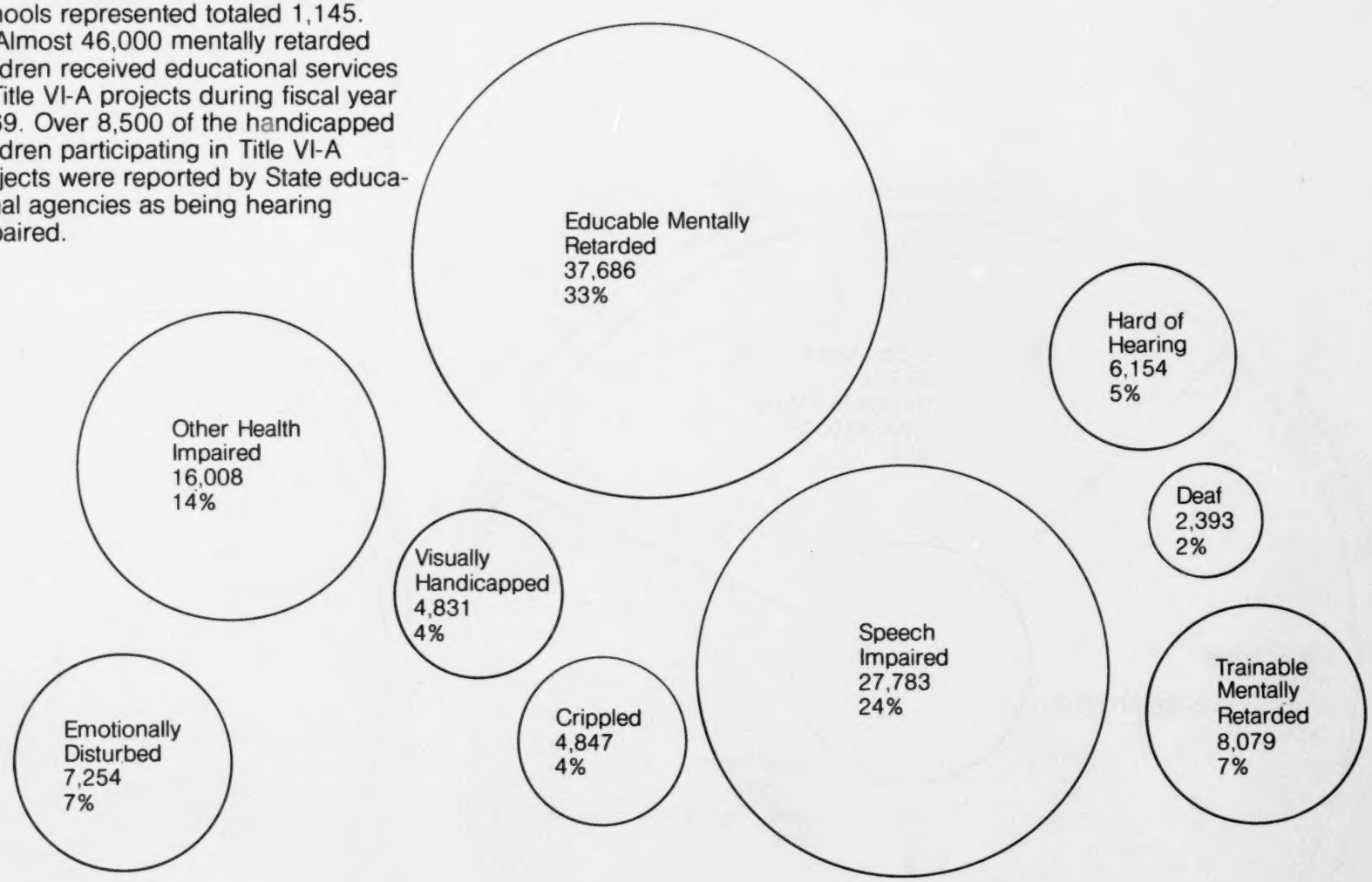
The Law— Elementary and Secondary Education Act
Title VI (P.L. 89-10, as amended)
Part A—Assistance to States for Education of Handicapped Children

Sec. 601. The Commissioner is authorized to make grants pursuant to the provisions of this part for the purpose of assisting the States in the initiation, expansion, and improvement of programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) for the education of handicapped children...at the preschool, elementary and secondary school levels...Sec. 603...no State shall be allotted less than $100,000 per annum... Sec. 604...funds paid to the State will be expended, either directly or through local agencies...and...up to 5 percentum of the amount allotted to the State for any fiscal year of $75,000 ($25,000 in the case of the outlying areas), whichever is greater, may be expended for the proper and efficient administration of the State plan (including State leadership activities and consultative services), and for planning on the State and Local level...To the extent consistent with the number and location of handicapped children in the State who are enrolled in private elementary and secondary schools, provision will be made for participation of such children in programs assisted or carried out under this part...Funds...shall not be made available to any school for handicapped children eligible for assistance under section 103(a) of Title I.

The Results— 4,943 or 4 percent of the handicapped children participating in Title VI-A projects during fiscal year 1969 came from nonpublic or private schools. Schools represented totaled 1,145.

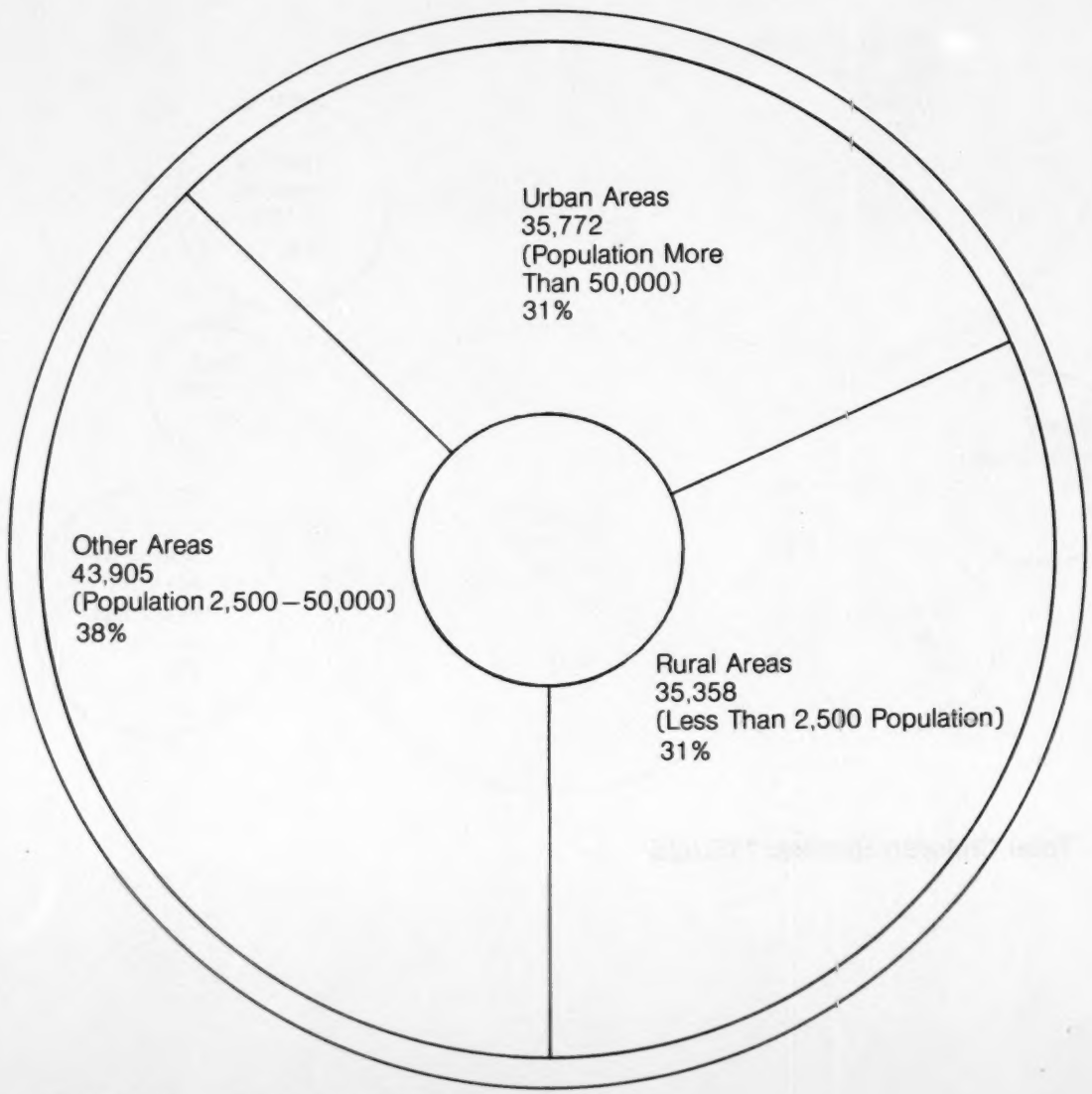
Almost 46,000 mentally retarded children received educational services in Title VI-A projects during fiscal year 1969. Over 8,500 of the handicapped children participating in Title VI-A projects were reported by State educational agencies as being hearing impaired.

Handicapped Children Participating In Projects Funded Under Title VI-A, ESEA Fiscal Year 1969


Educable Mentally Retarded 37,686 33%
Hard of Hearing 6,154 5%
Other Health Impaired 16,008 14%
Deaf 2,393 2%
Visually Handicapped 4,831 4%
Speech Impaired 27,783 24%
Trainable Mentally Retarded 8,079 7%
Crippled 4,847 4%
Emotionally Disturbed 7,254 7%

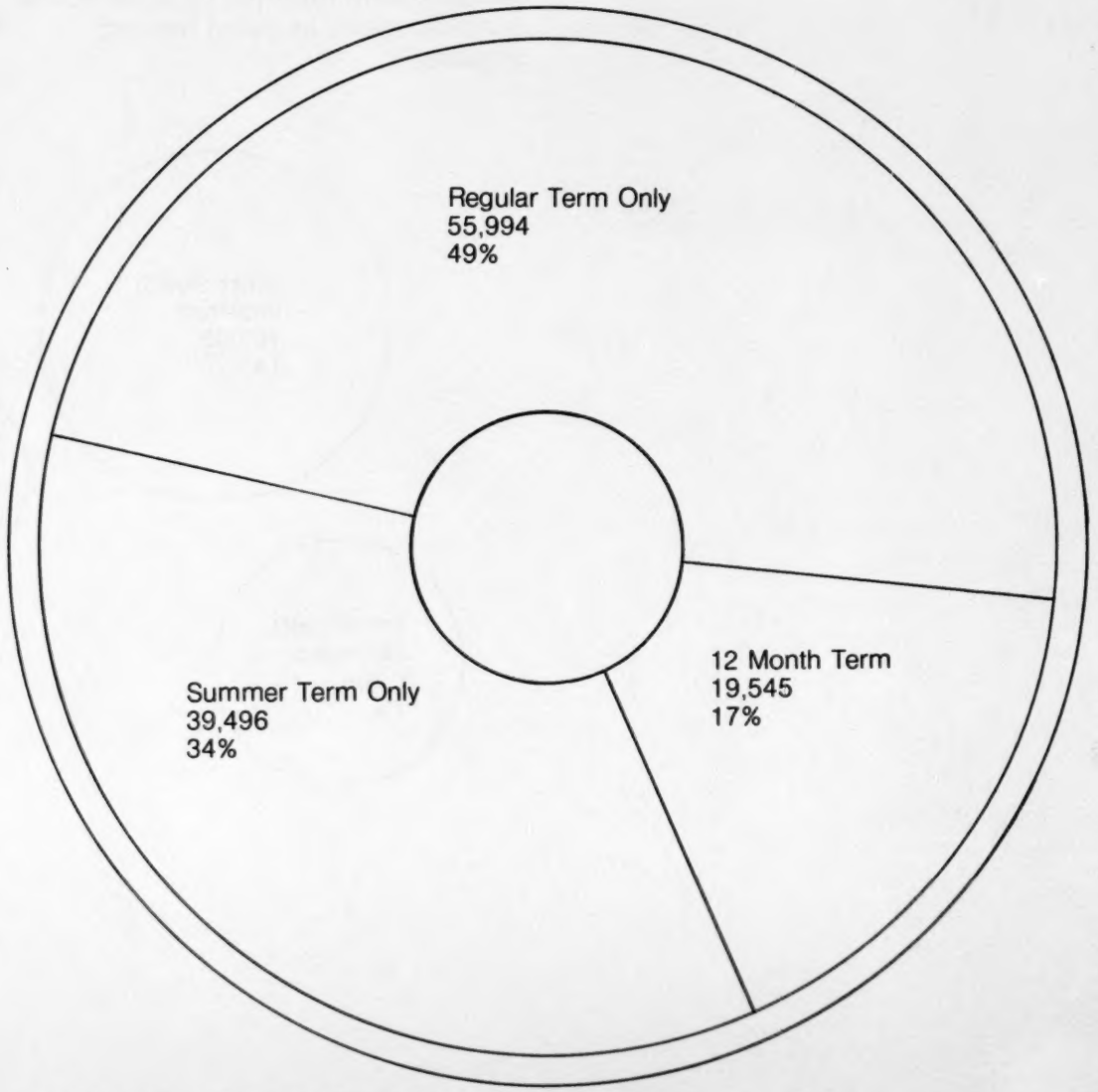
Total Children Served: 115,035

Handicapped Children Participating In Projects By Geographical Areas Title VI-A, ESEA, Fiscal Year 1969



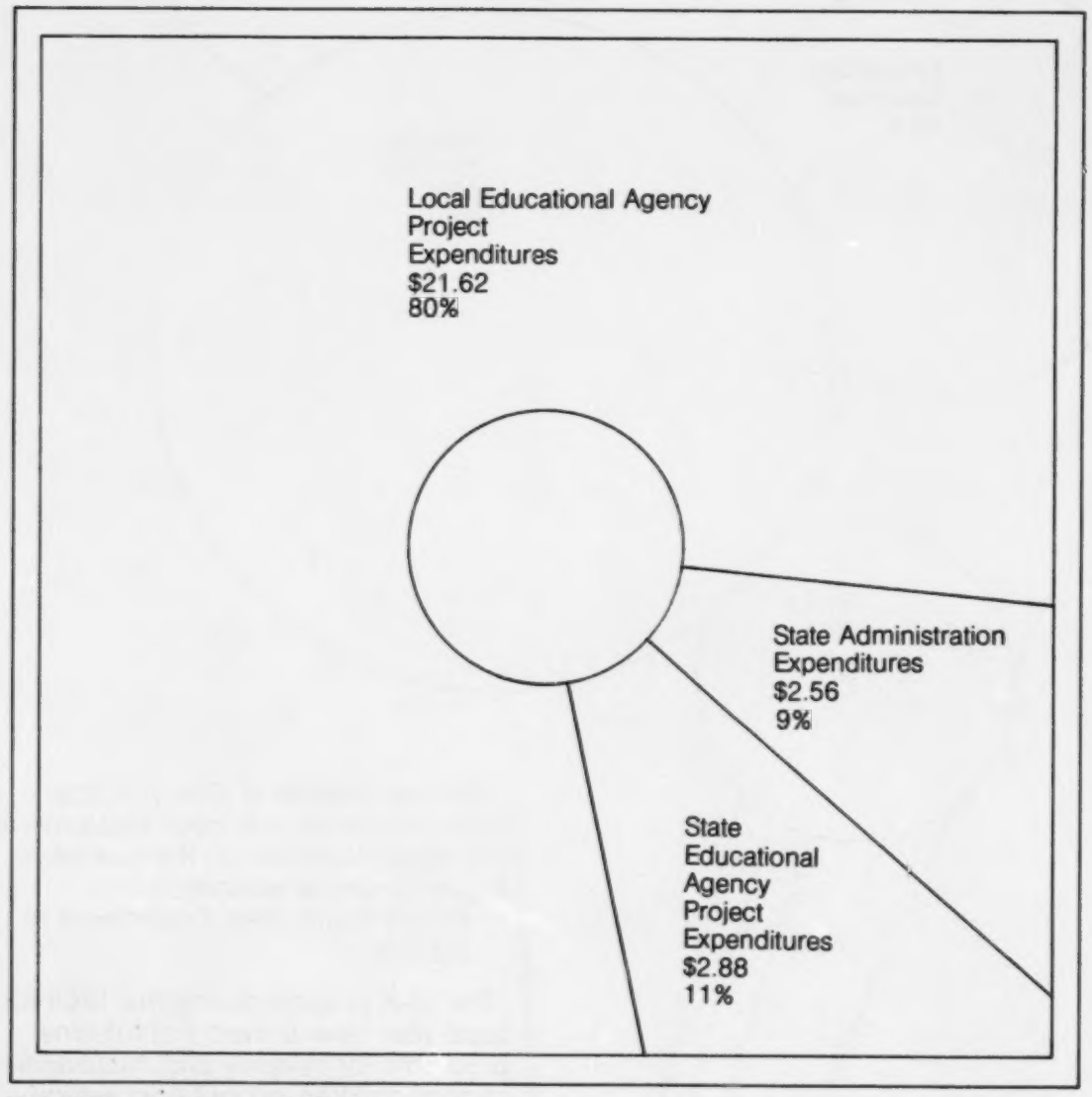
Total Children Served: 115,035

Handicapped Children Participating In Projects By School Term, Title VI-A, ESEA, Fiscal Year 1969



Total Children Served: 115,035

Total Expenditures For Projects and State Administration Title VI-A, ESEA, Fiscal Year 1969


Local Educational Agency Project Expenditures $21.62 80%
State Administration Expenditures $2.56 9%
State Educational Agency Project Expenditures $2.88 11%

Total Expenditures: $27.06 Millions of Dollars

"Title VI-A has had the greatest impact upon the State's special education program of any Federal or State action in the past 10 years."
Minnesota State Department of Education

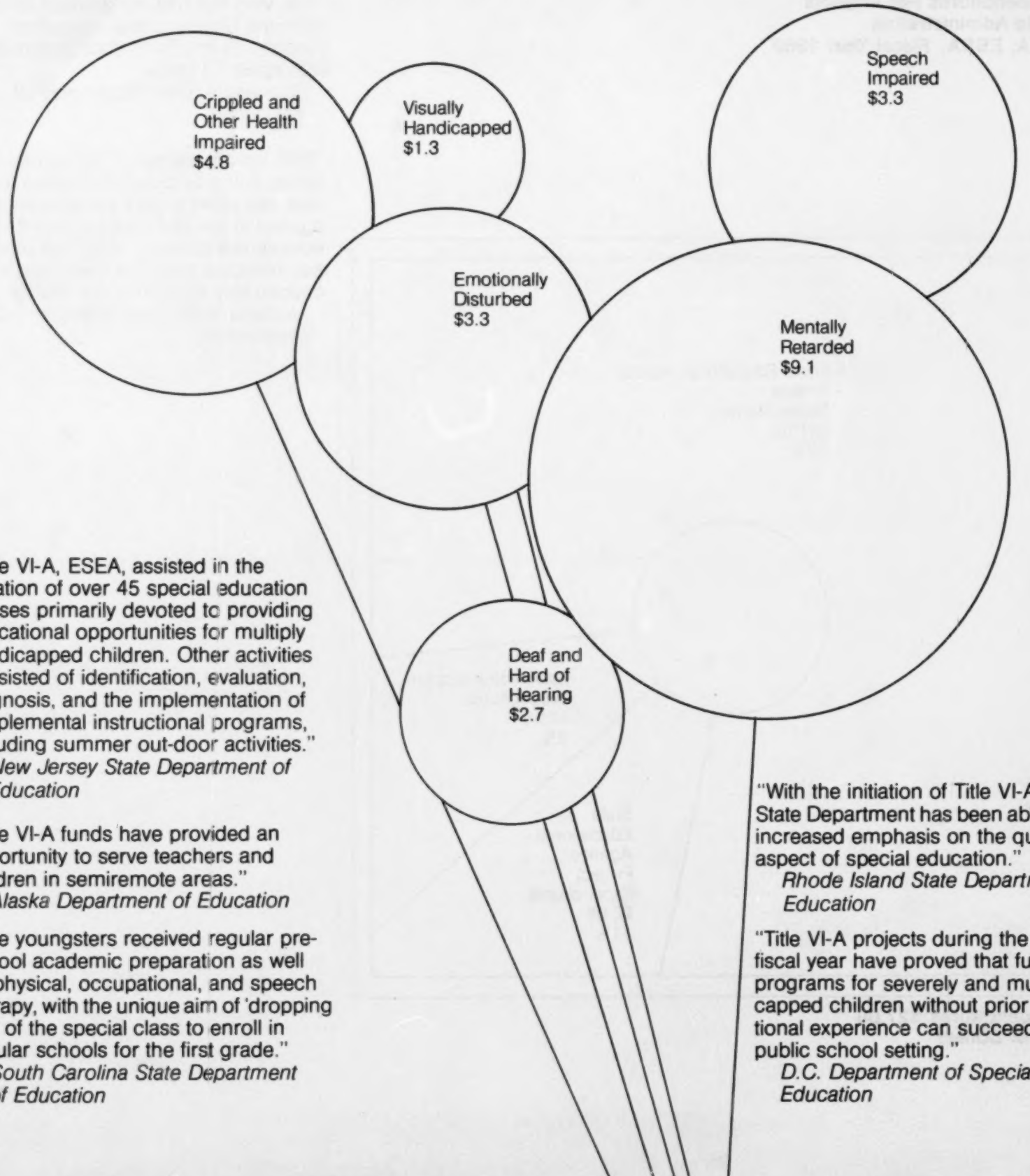
"With the assistance of ESEA Title VI-A funds, it is anticipated that within the next two years each local educational agency in the State will be provided educational services which will meet the individual needs of every handicapped boy and girl in our State."
Indiana State Department of Public Instruction

"Title VI-A testing, screening, and evaluative activities have shown the real need for programs for the emotionally disturbed child as well as for the child with learning disabilities."
Montana Office of the Superintendent of Public Instruction

"Title VI-A projects have resulted in a continuous coordination of various community services that serve the handicapped. They have established improved communication and unity of purpose."
Texas Education Agency

Project Expenditures By Types of Handicapped Children Served, Title VI-A, ESEA, Fiscal Year 1969

Total Project Expenditures: $24.5 Millions of Dollars


Crippled and Other Health Impaired $4.8
Visually Handicapped $1.3
Speech Impaired $3.3
Emotionally Disturbed $3.3
Mentally Retarded $9.1
Deaf and Hard of Hearing $2.7

"One of the key points of impact of the Title VI-A program was the influence it had on State legislation for the handicapped."
New Hampshire State Board of Education

"The major impact of Title VI-A during the 1969 fiscal year was the provision of instructional programs during the summer for 2,302 handicapped children and youth, of whom 1,114 had not been enrolled previously in special education programs."
Kentucky Department of Education

"Title VI-A, ESEA, assisted in the initiation of over 45 special education classes primarily devoted to providing educational opportunities for multiply handicapped children. Other activities consisted of identification, evaluation, diagnosis, and the implementation of supplemental instructional programs, including summer out-door activities."
New Jersey State Department of Education

"Title VI-A funds have provided an opportunity to serve teachers and children in semiremote areas."
Alaska Department of Education

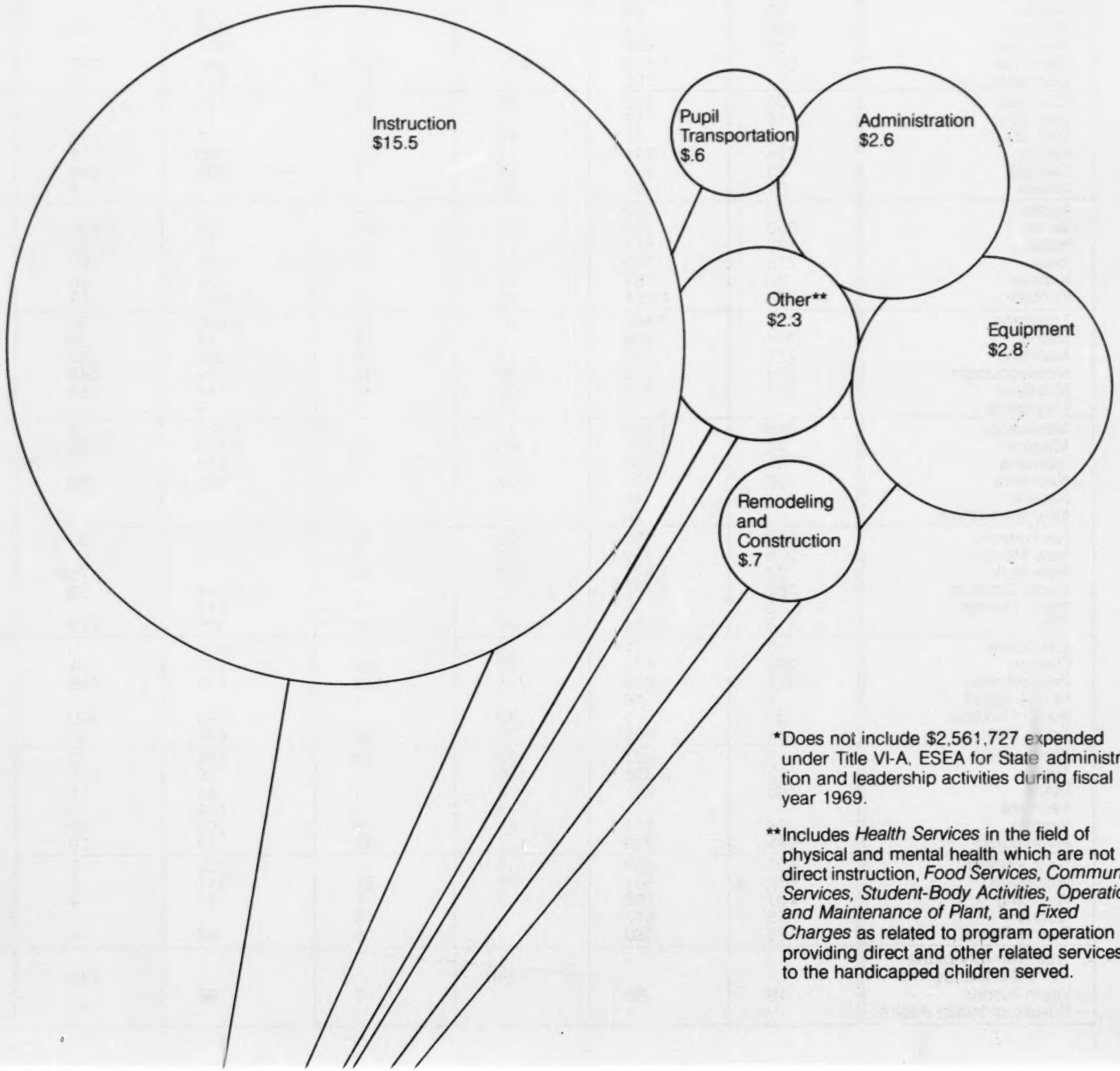
"The youngsters received regular preschool academic preparation as well as physical, occupational, and speech therapy, with the unique aim of 'dropping out' of the special class to enroll in regular schools for the first grade."
South Carolina State Department of Education

"With the initiation of Title VI-A, the State Department has been able to place increased emphasis on the qualitative aspect of special education."
Rhode Island State Department of Education

"Title VI-A projects during the 1968-69 fiscal year have proved that full-time programs for severely and multihandicapped children without prior educational experience can succeed within a public school setting."
D.C. Department of Special Education

Project Expenditures By Types of Services
Title VI-A, ESEA, Fiscal Year 1969

Total Project Expenditures: $24.5*
Millions of Dollars



*Does not include $2,561,727 expended under Title VI-A, ESEA for State administration and leadership activities during fiscal year 1969.

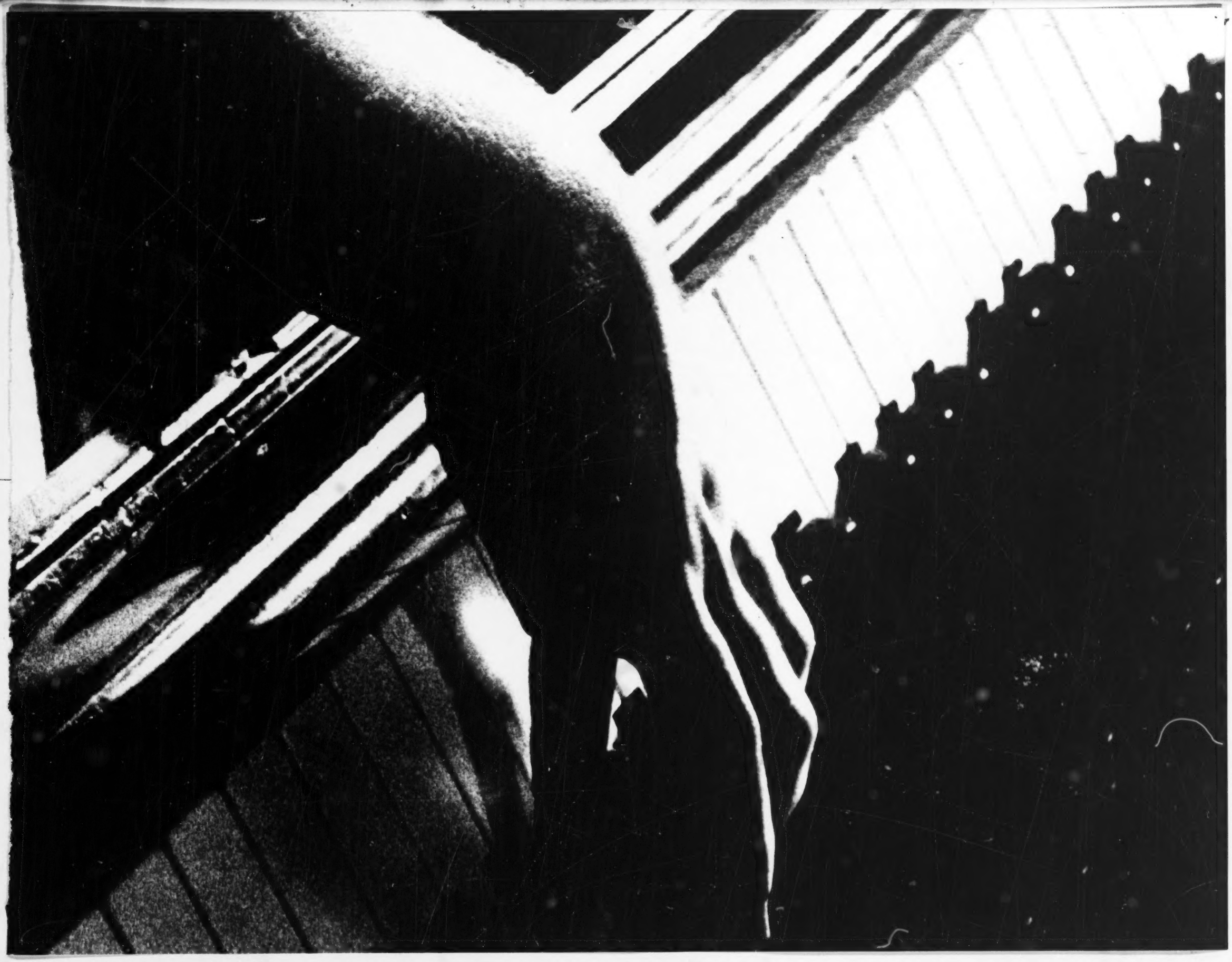
**Includes *Health Services* in the field of physical and mental health which are not direct instruction, *Food Services, Community Services, Student-Body Activities, Operation and Maintenance of Plant,* and *Fixed Charges* as related to program operation in providing direct and other related services to the handicapped children served.

Statistical Report, Title VI-A, ESEA
Fiscal Year 1969

States	Number of Children Receiving Direct Services Under Title VI-A, ESEA, by Handicapping Conditions						
	TMR	EMR	HH	D	SI	VH	
Total U.S.	8,079	37,686	6,154	2,393	27,783	4,831	
Alabama	253	1,828	58	95	739	37	
Alaska	12	98	8	-	12	-	
Arizona	190	554	-	-	820	28	
Arkansas	51	859	-	-	403	-	
California	507	1,876	272	197	949	207	
Colorado	-	102	-	16	641	2	
Connecticut	30	263	23	42	140	-	
Delaware	16	156	-	-	12	-	
Dist. of Col.	6	25	73	12	7	62	
Florida	224	1,794	3	29	363	18	
Georgia	23	270	92	4	305	110	
Hawaii	31	65	30	-	-	4	
Idaho	12	109	-	6	-	-	
Illinois	353	296	483	691	102	138	
Indiana	598	514	19	-	72	55	
Iowa	216	763	82	24	888	50	
Kansas	26	183	47	-	91	20	
Kentucky	228	1,224	30	22	453	19	
Louisiana	111	3,920	80	76	2,630	30	
Maine	374	339	8	15	41	26	
Maryland	225	1,294	4	16	395	39	
Massachusetts	214	913	69	142	1,374	548	
Michigan	252	421	133	30	134	88	
Minnesota	-	-	95	-	8	-	
Mississippi	266	1,469	12	1	1,317	6	
Missouri	46	1,571	145	115	2,209	108	
Montana	44	937	12	8	564	-	
Nebraska	138	367	356	-	983	339	
Nevada	-	45	-	-	-	-	
New Hampshire	-	26	3	-	-	-	
New Jersey	130	195	202	79	208	33	
New Mexico	275	382	22	3	1,471	-	
New York	73	1,821	328	38	-	76	
North Carolina	362	2,195	73	-	2,116	30	
North Dakota	3	36	2	1	116	-	
Ohio	8	2,094	69	294	329	779	
Oklahoma	8	71	35	-	888	-	
Oregon	298	170	97	58	325	34	
Pennsylvania	1,379	1,909	746	183	3,110	949	
Rhode Island	1	18	-	-	-	-	
South Carolina	30	-	40	-	310	300	
South Dakota	56	205	78	20	439	50	
Tennessee	17	537	20	13	379	2	
Texas	112	2,358	186	-	726	117	
Utah	168	251	5	-	83	14	
Vermont	-	-	3	-	109	-	
Virginia	64	571	21	28	202	18	
Washington	65	219	111	30	73	39	
West Virginia	201	700	2	-	169	2	
Wisconsin	152	501	78	81	871	1	
Wyoming	31	106	2	1	44	4	
Guam	55	617	-	10	-	-	
Puerto Rico	126	380	-	6	67	8	
Trust Territory of the Pacific Islands	-	-	1,897	-	-	441	
Virgin Islands	19	69	-	7	96	-	
Bureau of Indian Affairs	-	-	-	-	-	-	

				Total Title VI-A Expenditures		
ED	C	OHI	TOTAL	Project Expenditures	State adm. Expenditures	Total Expenditures
7,254	4,847	16,008	115,035	$24,505,604	$2,561,727	$27,067,331
168	32	75	3,285	504,600	66,428	571,028
-	20	-	150	65,445	34,537	99,982
158	98	425	2,273	165,812	43,870	209,682
15	53	135	1,516	234,763	59,871	294,634
566	345	1,038	5,957	2,234,557	111,787	2,346,344
180	22	-	963	210,149	73,898	284,047
130	1	457	1,086	304,473	48,538	353,011
211	-	60	455	66,929	23,834	90,763
2	-	6	193	98,135	-	98,135
123	115	316	2,985	673,000	63,246	736,246
18	5	133	960	613,947	68,500	682,447
1	-	1	132	66,385	15,250	81,635
-	-	12	139	61,364	42,440	103,804
65	215	363	2,706	1,308,404	75,000	1,383,404
246	3	650	2,157	639,807	55,871	695,678
61	13	474	2,571	357,547	68,030	425,577
89	5	240	701	279,019	43,401	322,420
10	111	205	2,302	387,357	29,836	417,193
356	53	746	8,002	463,037	44,452	507,489
58	181	124	1,166	128,985	20,485	149,470
185	4	686	2,848	403,692	75,000	478,692
534	41	2,171	6,006	653,142	47,513	700,655
405	176	484	2,123	1,052,921	60,290	1,113,211
-	-	40	143	467,723	74,673	542,396
7	89	84	3,251	296,986	80,626	377,612
229	48	977	5,448	546,504	74,859	621,363
-	-	-	1,565	77,969	26,408	104,377
20	79	624	2,906	160,421	25,384	185,805
-	-	-	45	70,505	6,523	77,028
250	-	7	286	80,758	18,112	98,870
92	73	346	1,358	791,818	60,737	852,555
114	8	121	2,396	132,299	39,236	171,535
922	606	246	4,110	2,244,402	86,926	2,331,328
162	24	535	5,497	702,936	65,910	768,846
82	1	177	418	85,839	22,150	107,989
90	23	452	4,138	1,241,780	74,942	1,316,722
5	-	63	1,070	312,269	37,851	350,120
14	-	15	1,011	236,125	28,695	264,820
771	1,758	1,826	12,631	1,175,803	69,465	1,245,268
-	-	80	99	62,721	47,481	110,202
40	-	104	824	300,978	64,638	365,616
44	79	119	1,090	61,270	52,216	113,486
7	13	16	1,004	373,946	51,892	425,838
276	276	928	4,979	1,499,683	77,315	1,576,998
183	14	110	828	125,615	34,521	160,136
54	-	23	189	91,805	5,677	97,482
49	-	89	1,042	561,391	17,682	579,073
85	55	156	833	373,768	75,000	448,768
19	24	13	1,130	271,310	42,519	313,829
92	57	38	1,871	553,012	70,190	623,202
17	2	18	225	58,066	36,415	94,481
-	-	-	682	51,872	8,128	60,000
38	125	-	750	400,000	-	400,000
-	-	-	2,338	34,573	-	34,573
11	-	-	202	27,987	13,479	41,466
-	-	-	-	60,000	-	60,000

Note: TMR-Trainable Mentally Retarded; EMR-Educable Mentally Retarded; HH-Hard of Hearing; D-Deaf; SI-Speech Impaired; VH-Visually Handicapped; ED-Emotionally Disturbed; C-Crippled; OHI-Other Health Impaired (including Learning Disabled).



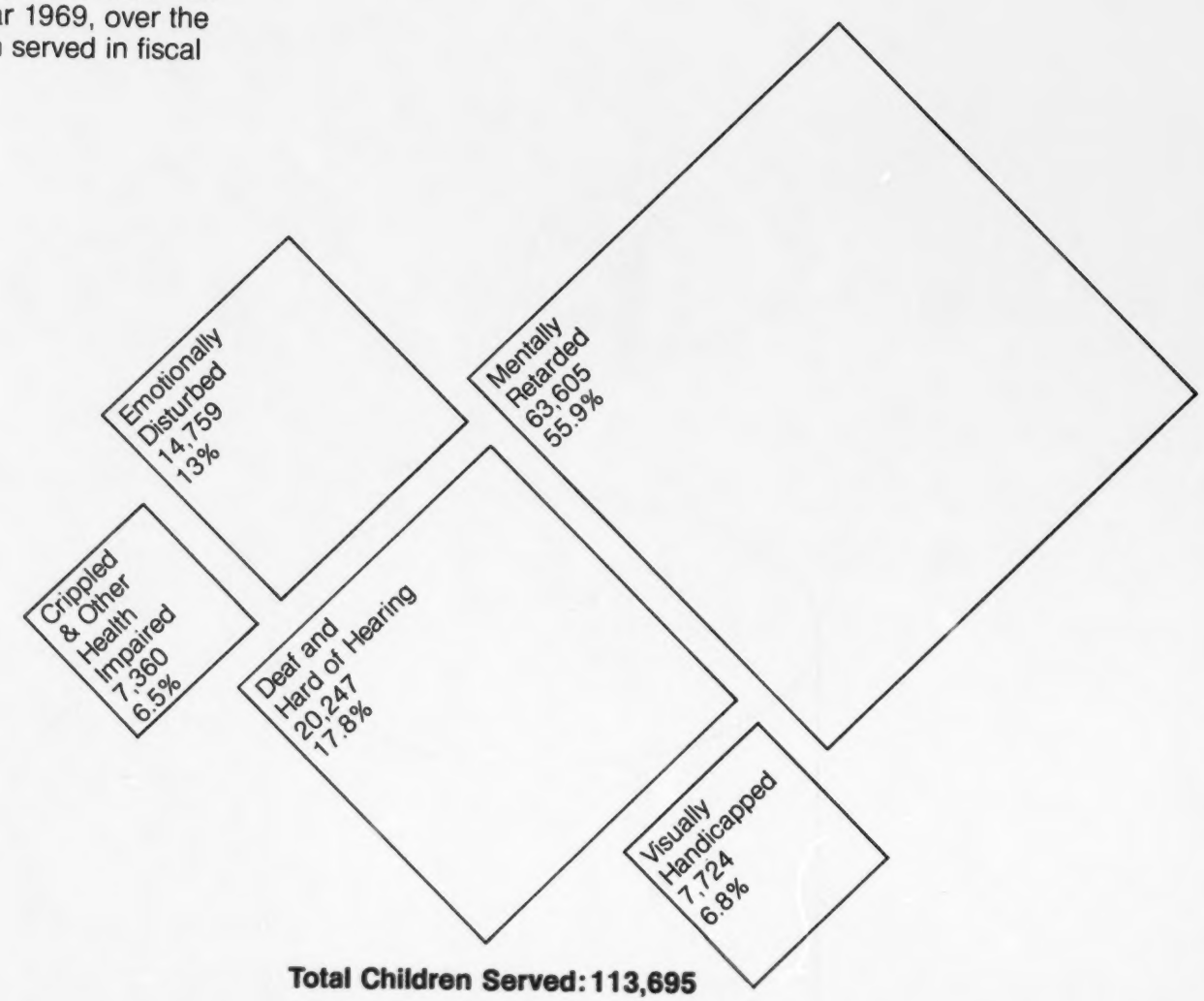
The Law— Elementary and Secondary Education Act
Public Law 89-313
Amendment To Title I.

Section 103 (a)
(5) In the case of a State agency which is directly responsible for providing free public education for handicapped children (including mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education), the maximum grant which that agency shall be eligible to receive under this part for any fiscal year shall be an amount equal to the Federal percentage of the average per pupil expenditure in that State or, if greater, in the United States multiplied by the number of such children in average daily attendance, as determined by the Commissioner, at schools for handicapped children operated or supported by that State agency, in the most recent fiscal year for which satisfactory data are available. Such State agency shall use payments under this part only for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of such children.

The Results— Of the 113,685 handicapped children participating in Public Law 89-313 projects, 26,167 or 23 percent of the children included were in nonpublic schools.

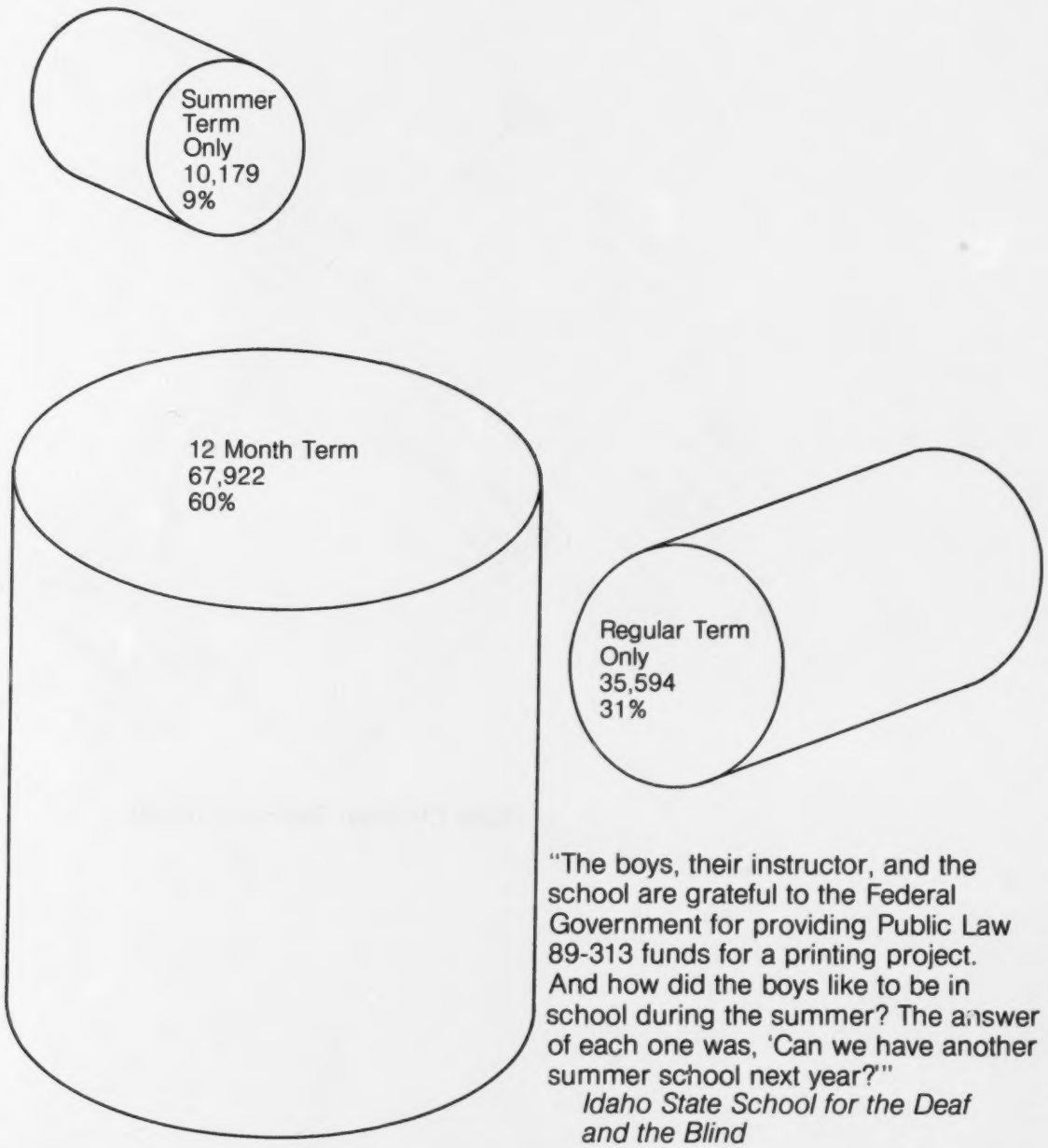
Almost 10,000 more handicapped children benefited under Public Law 89-313 in fiscal year 1969, over the number of children served in fiscal year 1968.

Handicapped Children Participating In Projects Funded Under Public Law 89-313, ESEA, Fiscal Year 1969


Emotionally Disturbed 14,759 13%
Mentally Retarded 63,605 55.9%
Crippled & Other Health Impaired 7,360 6.5%
Deaf and Hard of Hearing 20,247 17.8%
Visually Handicapped 7,724 6.8%

Total Children Served: 113,695

Handicapped Children Participating In Projects By School Term Public Law 89-313, ESEA, Fiscal Year 1969



Total Children Served: 113,695

"The boys, their instructor, and the school are grateful to the Federal Government for providing Public Law 89-313 funds for a printing project. And how did the boys like to be in school during the summer? The answer of each one was, 'Can we have another summer school next year?'"

Idaho State School for the Deaf and the Blind

"The impact of Public Law 89-313 funds can perhaps be seen best in subjective ways: the more alert expressions on the faces of children, the increased enthusiasm for school, the elation a child shows while describing happenings on a recent field trip to staff and other residents."

Clover Bottom Hospital and School Tennessee

"Fifteen of the 20 children in the Public Law 89-313 program improved to the extent that they were recommended to attend public school in a trainable class for the following year."

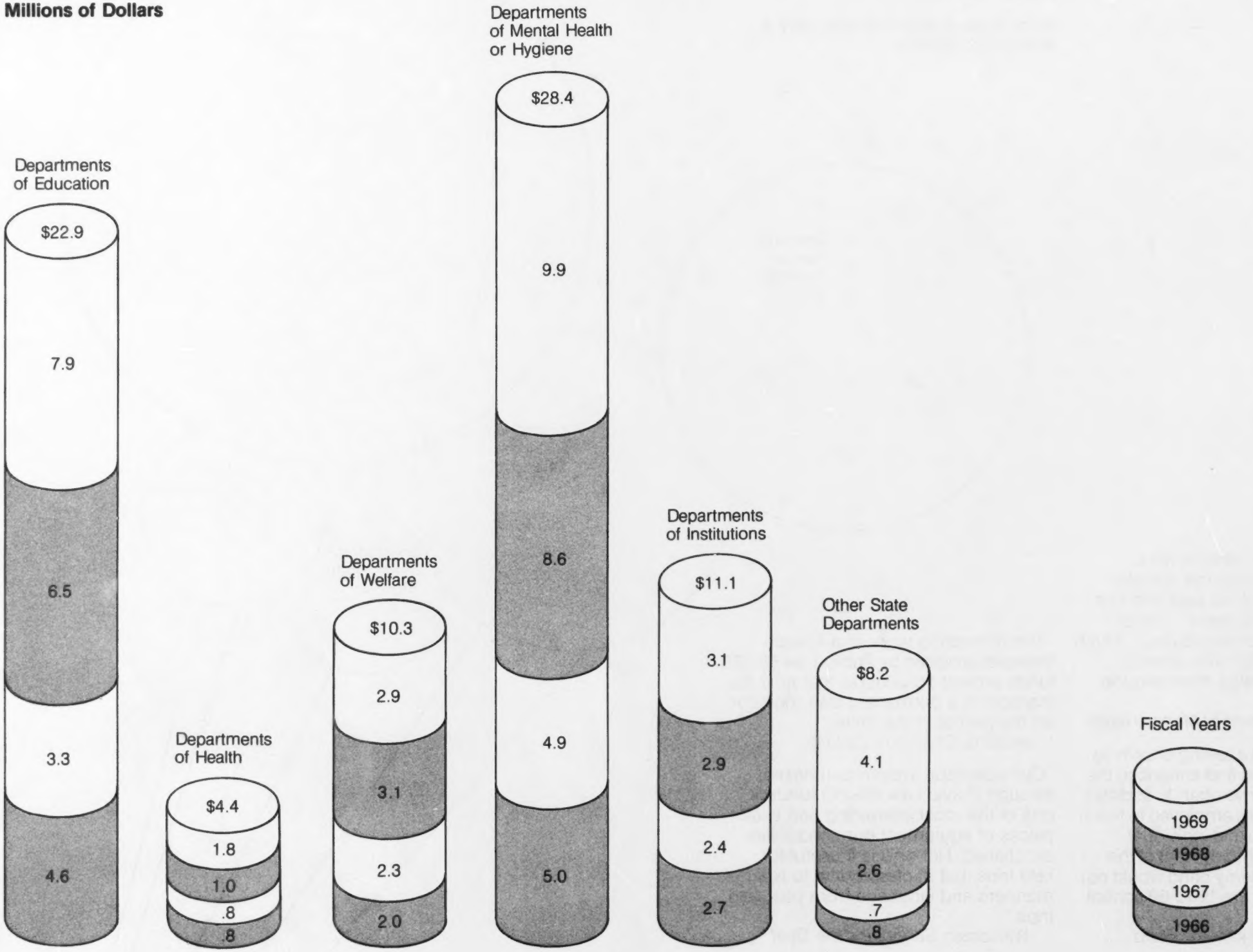
Nevada Department of Education

"A video porta-pak was used to tape the children's field trips. The tapes were later played to stimulate original language as well as to relate the written or oral language to the actual experiences. In addition, the porta-pak was utilized to film teachers in teaching situations so that they could evaluate their own effectiveness."

Medical Center, Children's Rehabilitation Unit, Kansas

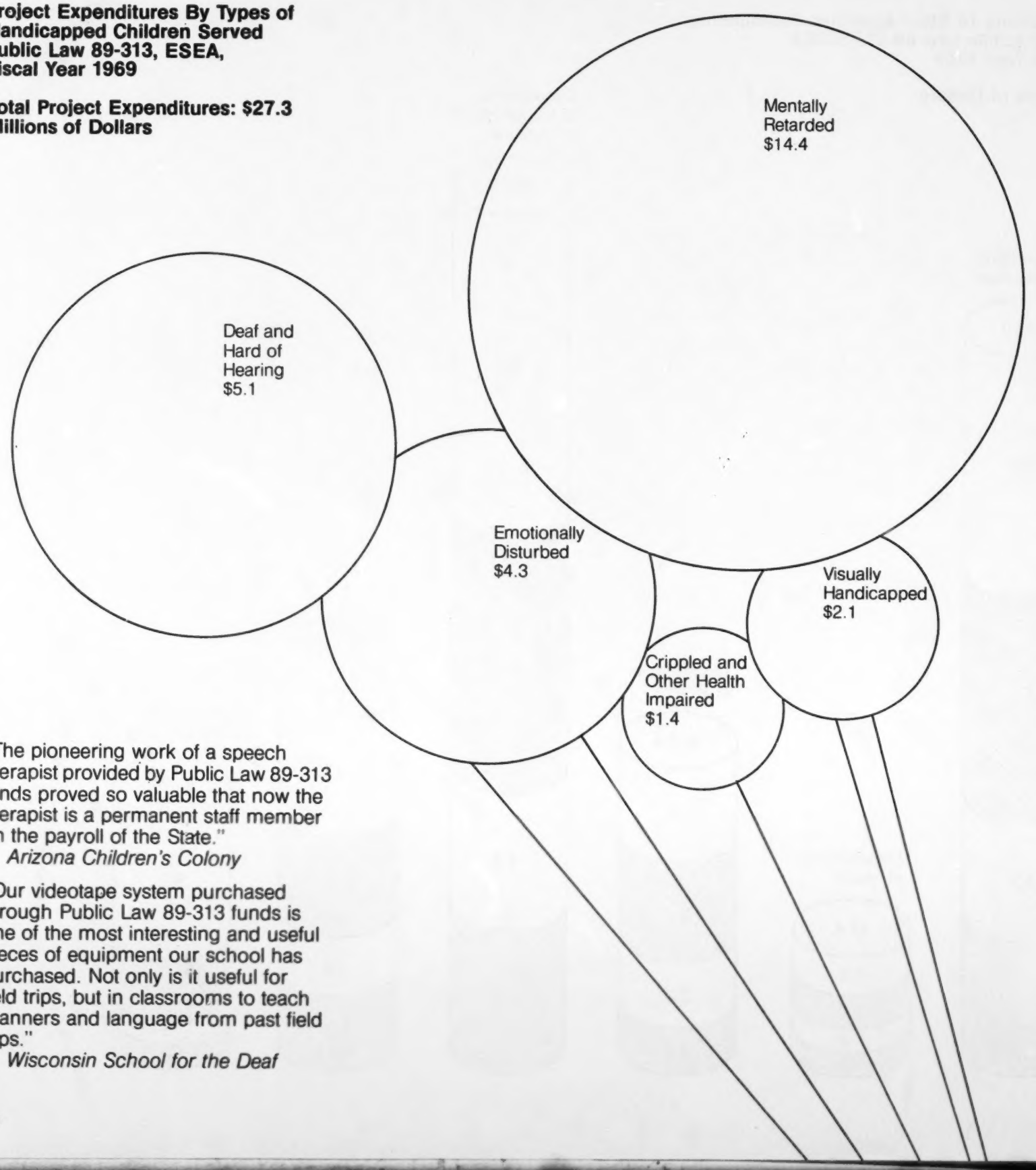
Allocations To State Agencies Participating Under Public Law 89-313, ESEA Fiscal Year 1969

Millions of Dollars



Project Expenditures By Types of Handicapped Children Served Public Law 89-313, ESEA, Fiscal Year 1969

Total Project Expenditures: $27.3 Millions of Dollars


Mentally Retarded $14.4
Deaf and Hard of Hearing $5.1
Emotionally Disturbed $4.3
Visually Handicapped $2.1
Crippled and Other Health Impaired $1.4

"The comments by parents were significant in evaluating the summer program: 'He was at his best and our whole family life was better'; 'Better coordination'; 'Better vocabulary'; 'Much happier'; 'Plays better with others'; 'Has playmates'; 'Helps more around the house.'"

Indiana Department of Mental Health

"The uniforms gave a feeling of unity to the Academy chorus and enhanced the self-image of every member. In addition, a band instructor was employed to teach students on a group and individual basis. Without the employment of this instructor, the Academy band would not have existed during the 1968-69 school term."

Georgia Academy for the Blind

"The pioneering work of a speech therapist provided by Public Law 89-313 funds proved so valuable that now the therapist is a permanent staff member on the payroll of the State."

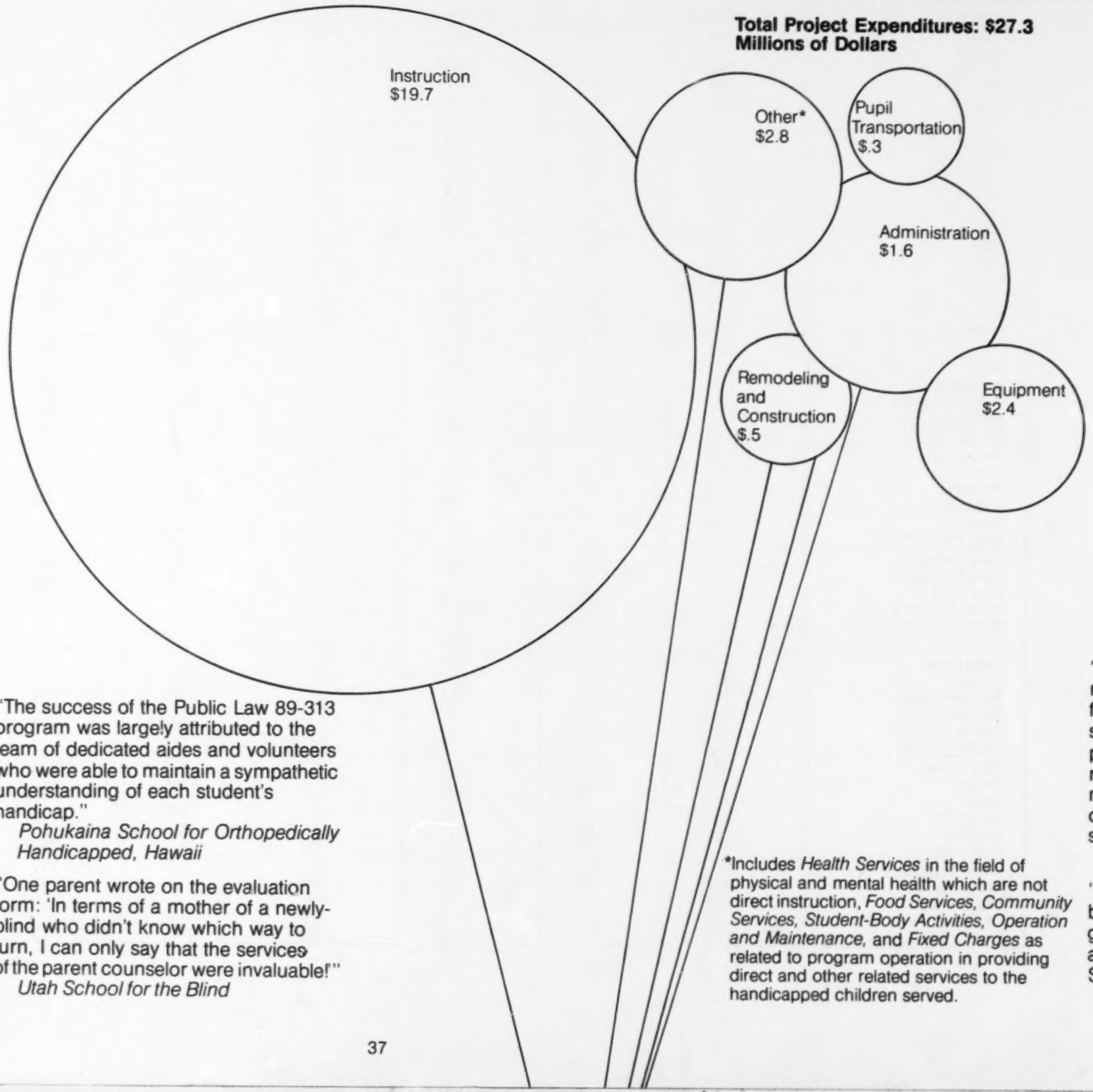
Arizona Children's Colony

"Our videotape system purchased through Public Law 89-313 funds is one of the most interesting and useful pieces of equipment our school has purchased. Not only is it useful for field trips, but in classrooms to teach manners and language from past field trips."

Wisconsin School for the Deaf

Project Expenditures By Type of Services
Public Law 89-313, ESEA, Fiscal Year 1969

Total Project Expenditures: $27.3
Millions of Dollars



"The success of the Public Law 89-313 program was largely attributed to the team of dedicated aides and volunteers who were able to maintain a sympathetic understanding of each student's handicap."

Pohukaina School for Orthopedically Handicapped, Hawaii

"One parent wrote on the evaluation form: 'In terms of a mother of a newly-blind who didn't know which way to turn, I can only say that the services of the parent counselor were invaluable!'"

Utah School for the Blind

*Includes *Health Services* in the field of physical and mental health which are not direct instruction, *Food Services, Community Services, Student-Body Activities, Operation and Maintenance,* and *Fixed Charges* as related to program operation in providing direct and other related services to the handicapped children served.

"The well-qualified orientation and mobility specialist, paid from project funds, has done an exemplary job of setting up and carrying out the program; in establishing a very good relationship with all other staff members, and in keeping a high level of interest evident among students and staff."

Illinois Braille and Sight Saving School

"The special education teachers funded by Public Law 89-313 proved to be of greater value than all the material objects available to the students of Colorado State Hospital."

Colorado State Hospital

Statistical Report, Public Law 89-313, Amendment to Title I, ESEA Fiscal Year 1969

States	Number of Children Participating in P. L. 89-313 Projects					
	Total	VH	D	MR	CSH	ED
Total U.S.	113,695	7,724	20,247	63,605	7,360	14,759
Alabama	1,252	207	481	533	31	-
Alaska	-	-	-	-	-	-
Arizona	1,007	128	304	417	75	83
Arkansas	1,704	167	327	768	266	176
California	2,607	141	1,034	773	69	590
Colorado	2,782	94	215	2,219	203	51
Connecticut	3,222	146	620	2,249	74	133
Delaware	825	36	78	473	127	111
Dist. of Col.	872	28	149	554	63	78
Florida	3,717	224	492	2,842	-	159
Georgia	1,325	202	392	692	8	31
Hawaii	592	10	132	229	128	93
Idaho	446	40	138	268	-	-
Illinois	1,865	103	472	616	98	576
Indiana	3,153	13	17	2,540	271	312
Iowa	2,020	249	338	1,047	152	234
Kansas	1,356	140	402	326	25	463
Kentucky	965	203	338	399	-	25
Louisiana	3,252	157	410	2,176	209	300
Maine	521	31	193	228	69	-
Maryland	1,705	234	344	534	-	593
Massachusetts	4,237	57	871	1,767	297	1,245
Michigan	4,612	308	451	3,130	216	507
Minnesota	1,471	88	290	790	94	209
Mississippi	15	-	-	-	15	-
Missouri	4,393	201	364	2,896	-	932
Montana	614	58	116	363	63	14
Nebraska	850	-	156	468	157	69
Nevada	31	-	-	31	-	-
New Hampshire	721	5	153	391	76	96
New Jersey	4,572	177	565	2,717	242	871
New Mexico	884	142	238	449	28	27
New York	10,450	599	2,715	4,468	192	2,476
North Carolina	3,428	368	985	1,799	-	276
North Dakota	538	38	100	400	-	-
Ohio	2,594	190	258	1,912	-	234
Oklahoma	1,419	120	401	873	-	25
Oregon	1,369	98	307	561	193	210
Pennsylvania	14,374	1,230	1,573	7,457	2,549	1,565
Rhode Island	605	18	150	300	-	137
South Carolina	1,870	188	393	1,231	45	13
South Dakota	535	50	155	220	110	-
Tennessee	1,763	222	461	621	70	389
Texas	6,330	268	706	4,596	353	407
Utah	1,101	77	279	529	-	216
Vermont	834	1	113	591	80	49
Virginia	2,360	262	515	1,161	333	89
Washington	2,634	132	337	1,879	143	143
West Virginia	824	140	195	262	-	227
Wisconsin	1,850	34	190	1,386	-	240
Wyoming	259	-	55	148	-	56
Guam	95	-	4	91	-	-
Puerto Rico	875	100	275	235	236	29

P. L. 89-313 Project Expenditures					
Total	VH	D	MR	CSH	ED
$27,325,449	$2,150,672	$5,142,852	$14,379,663	$1,377,536	$4,274,726
320,420	19,800	129,904	160,916	9,800	-
-	-	-	-	-	-
220,140	29,233	56,768	100,398	13,623	20,118
349,832	45,150	92,035	180,189	3,051	29,407
916,085	31,774	263,886	250,333	24,943	345,149
665,164	22,380	56,197	523,412	34,873	28,302
748,353	38,183	154,655	523,139	15,354	17,022
297,427	7,999	9,484	170,201	25,366	84,377
347,854	9,431	56,713	159,985	89,284	32,441
647,969	60,093	116,487	430,149	-	41,240
251,655	72,757	44,882	105,413	-	28,603
124,253	2,523	27,346	46,926	27,346	20,112
91,347	7,827	33,821	49,699	-	-
612,251	54,448	132,457	240,285	24,702	160,359
839,909	24,977	165,123	529,432	46,183	74,194
409.558	42.349	84,516	221,869	17,938	42.886
434,124	44,558	111,737	154,188	800	122,841
224,979	46,247	52,995	111,790	-	13,947
692,804	68,461	103,249	424,971	63,102	33,021
123,844	9,298	30,115	59,965	24,466	-
291,819	62,424	63,167	77,291	-	88,937
939,562	91,225	240,235	300,176	31,259	276,667
1,317,362	63,809	103,092	660,715	178,228	311,518
794,281	63,378	73,285	566,163	38,671	52,784
2,777	-	-	-	2,777	-
1,063,843	47,263	93,568	711,890	-	211,122
153,879	13,578	28,486	95,111	10,780	5,924
197,293	-	51,699	117,749	15,795	12,050
20,364	-	-	20,364	-	-
180,737	1,943	29,691	94,959	9,715	44,429
1,516,954	48,245	161,821	930,057	64,310	312,521
214,801	39,005	85,222	74,349	8,666	7,559
3,718,703	258,571	770,474	1,695,511	108,507	885,640
786,296	83,350	209,578	340,238	-	153,130
112,496	11,818	34,249	66,429	-	-
406,332	44,897	59,911	234,670	-	66,854
273,876	30,492	100,805	137,581	-	4,998
329,282	91,842	54,869	93,070	56,245	33,256
2,284,435	156,482	396,983	1,208,166	228,225	294,579
163,328	8,021	35,706	86,680	-	32,921
294,639	40,798	79,399	154,160	7,112	13,170
124,208	12,744	33,596	49,270	28,598	-
335,466	58,991	102,151	108,084	1,880	64,360
869,962	63,635	172,060	510,700	32,698	90,869
315,213	19,767	64,283	207,609	-	23,554
199,004	157	26,280	144,422	16,804	11,341
294,500	56,528	79,017	117,881	30,932	10,142
843,176	41,517	109,021	604,728	44,606	43,304
183,475	32,788	59,372	48,966	-	42,349
475,563	46,822	47,740	310,252	-	70,749
82,321	-	11,407	62,062	-	8,852
28,876	-	1,212	27,664	-	-
192,658	23,094	42,103	79,436	40,897	7,128

Note: VH-Visually Handicapped; D-Deaf; MR-Mentally Retarded (moderately retarded or mildly retarded); CSH-Crippled and Special Health Problems (Orthopedically Handicapped and Other Health Impaired—including learning disabilities) ED-Seriously Emotionally Disturbed.

Photograph Acknowledgments

Arkansas Children's Colony, Conway, Ark.
Arkansas School for the Blind, Little Rock.
Behavior Modification Training Center, Salt Lake City, Utah
Branch Brook School, Newark, N.J.
Brodie School, Agana, Guam
Colorado School for the Deaf and the Blind, Colorado Springs, Colo.
Denver Public Schools, Denver, Colo.
Illinois School for the Deaf, Jacksonville.
Katzenbach School for the Deaf, West Trenton, N.J.
Maryland School for the Blind, Baltimore.
Multiple Handicapped Training Center, Salt Lake City, Utah
Ohio State School for the Blind, Columbus.
Overbrook School for the Blind, Philadelphia, Pa.
Sunland Hospital, Tallahassee, Fla.
Sunland Training Center, Miami, Fla.
Western Pennsylvania School for Blind Children, Pittsburgh, Pa.
Woodbridge State School, Woodbridge, N.J.

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